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THE AMERICAN School Board Journal

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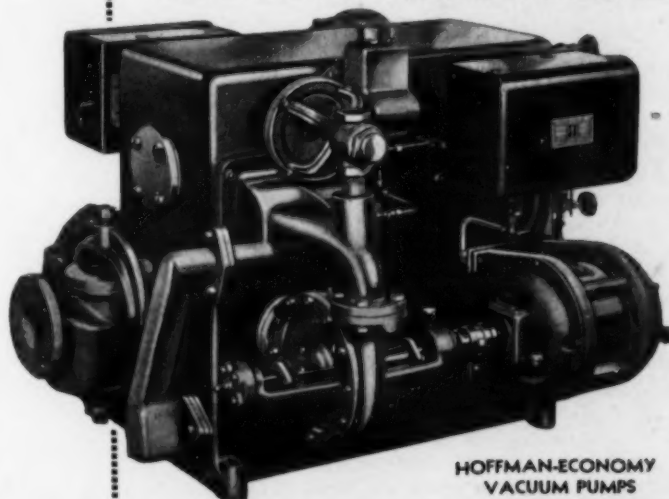


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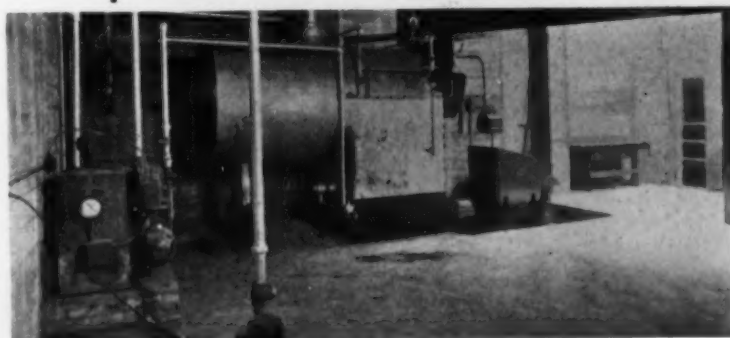
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FURTHER COMMENTS on the Journal's NEW FORMAT

"You have often been witness to a splendid display of pyrotechnics and have unconsciously joined in the general impulsive outburst of pleasure and enthusiasm at their beauty and effectiveness. It was just such a sensation that I experienced when I unfolded the January issue of the SCHOOL BOARD JOURNAL. Its beautiful cover immediately arrested my attention and brought forth an involuntary: 'Oh! fine!' and I am sure it made the same appeal to all your readers. It is but another striking evidence of the meritorious policy of your publication to be abreast of the times in its artisticness and progressiveness."—*G. F. Womrath, Board of Education, Minneapolis, Minn.*

"The 1937 style of the SCHOOL BOARD JOURNAL pleases me very much. The new size fits our shelves better; it is artistic; it has serviceability. Like the streamlined models in automobiles and the new styles in clothing, it seems to be in keeping with the new age in which we live. I extend to you my best wishes for the new year and for the new model of the Journal."—*Henry J. Gerling, Superintendent, St. Louis, Mo.*

"My personal opinion is that the new format is a considerable improvement over the old, both as to size and type, as well as the manner in which the articles are published.

"The Journal has always been of great value to me, for it has kept me in touch with the latest developments in schoolwork, and I would not do without it. It is a sort of a 'bible' which all persons engaged in schoolwork, including architects, and schoolmen, may rely on with greatest confidence."—*R. C. Cameron, Architect, San Antonio, Tex.*

"Heartly congratulations on the new format of the January issue of the SCHOOL BOARD JOURNAL. Your publication now presents a better appearance and is more effective in every way. I congratulate you upon the advance which you have made in the mechanical features which is quite in keeping with the many improvements which your magazine has made in every way."—*S. M. Stouffer, Superintendent, Wilmington, Del.*

"I like the new format of the January issue of the Journal. The smaller size is more convenient to hold while reading and is easier to file."—*F. J. DuFrain, Asst. Supt., Pontiac, Mich.*

"You probably know that one of the greatest values of the magazine has always been its use for reference work. It is obvious that the new size makes it more easily bound and shelved and therefore, increases its value for this purpose.

"At the same time, you have been fortunate in being able to retain the excellent typography which was one of the commendable features of the Journal in its former size."—*E. R. Butler, Administrative Research Assistant, Detroit, Mich.*

"The new format appears to me very satisfactory. I have always felt that the size heretofore used was a little too large, making it somewhat cumbersome when one desired to file it with other magazines. I consider the new page a very definite improvement as to size. I think you are to be congratulated upon the change."—*C. E. Ackley, Department of Public Instruction, Harrisburg, Pa.*

"When my secretary put the January issue of the Journal on my desk, she immediately exclaimed: 'Isn't that a big improvement?' I agreed with her. For some time I felt that the size of the Journal was somewhat of a disadvantage to the reader."—*Edward E. Babb, Babb & Co., Boston, Mass.*

"I was much pleased with the new format of the SCHOOL BOARD JOURNAL. The illustrations and the arrangement of the reading matter have not suffered in the least; on the contrary, the magazine is so much handier to handle that the improvement in my opinion is very much worth while. I am quite sure that there are many others who agree with me in this."—*H. W. Schmidt, Department of Public Instruction, Madison, Wis.*

"Very fine, a real convenience."—*John B. Brain, Omaha School Supply Co., Omaha, Nebr.*

"I think the Bruce Company should take a little bow for the new format of the SCHOOL BOARD JOURNAL. I know I expose myself rather recklessly, but I do it nevertheless."—*J. J. Leckie, Joseph Dixon Crucible Co., Jersey City, N. J.*

"I like the new format of the January issue. It is more inviting to the eye, and the type is easier to read. I was glad to see you go to three columns on a majority of the pages. Carrying over the old masthead, that was a good touch. I think the heads throughout the book are a little conservative—a little more size and variety on the major articles might not be out of place."—*L. B. Rhodes, Lyon Metal Products, Inc., Aurora, Ill.*

"Congratulations on the January issue of the SCHOOL BOARD JOURNAL. We are glad to note that you are following the current trend among magazines toward smaller pages and more compact makeup. We believe this is an added convenience for readers, and we feel it permits advertising to be displayed in a much more attractive manner."—*Robert S. Meck, Roberts & Meck, Harrisburg, Pa.*

"I like the new issue of the SCHOOL BOARD JOURNAL. I am quite sure that it will appeal to your readers as being handier in its present size than the old one. Of course you had to reduce some of the pictures, particularly the illustrations of school buildings and plans slightly, but not enough to interfere with their clarity or their use by interested parties. I am glad you made the change as it makes for a handier magazine."—*John Callahan, State Supt., Madison, Wis.*

"The only criticism I could make is that listing of departments which you feature in the border of the design is not sufficiently readable. I think it is a splendid idea to bring out the various departments as related to school administration which your Journal features, and too, I think it is equally important that they 'stand out' or be 'positioned' so that they are read at a glance."—*G. O. Colburn, Colburn Supply Co., Grand Forks, N. Dak.*

"The new format of the January issue of the SCHOOL BOARD JOURNAL appeals to us. We think it is attractive. We do question a little bit any arrangement where any wording necessitates turning the thing around to read, but that is perhaps a mere matter of personal opinion. Probably, we are all too blame busy these days to want to take time to do anything that we don't have to do. I think the design is striking and attractive. The new size of the magazine appeals to me. It always seemed to me that the Journal was a bit too large to be convenient in handling while reading."—*J. A. Burger, Northern School Supply Co., Fargo, N. Dak.*

"Permit me to extend congratulations on the new size of the SCHOOL BOARD JOURNAL. This, together with other features, give you a very fine publication."—*L. X. Johnston, County Superintendent, Carroll County, Ohio.*

"Congratulations on the new form and setup of the SCHOOL BOARD JOURNAL. It is very attractive and has real reader appeal and as usual is abreast of the times."—*L. E. Parmenter, National School Supplies and Equipment Association, Buffalo, N. Y.*

"The new format of the SCHOOL BOARD JOURNAL we consider an improvement over the old form. From an advertising point of view, it fits our needs better."—*John J. Nesbitt, Inc., Philadelphia, Pa.*

"I like the new format very much. Much more convenient for filing, handling, and reading."—*Dr. H. E. Bennett, American Seating Co., Grand Rapids, Mich.*

"Easier to handle and more readable. Big improvement."—*E. Post Tooker, Architect, New York City.*

"One hundred per cent more useful."—*H. W. Beal, J. William Beal & Sons, Boston, Mass.*

"The new format of the SCHOOL BOARD JOURNAL appealed to me very much."—*R. B. Abernethy, Superintendent, Harrisburg, Pa.*

"I am very much pleased with the new format. While the larger size and style have become so thoroughly familiar over a period of years, it was difficult to visualize the Journal in any other proportions. I think the new size is really preferable and I very much like the new type and general arrangement."—*H. C. Roberts, Secretary, Board of Education, Sioux City, Iowa.*

"I like the appearance of the January issue of the SCHOOL BOARD JOURNAL. I think it is an improvement."—*George Melcher, Superintendent, Kansas City, Mo.*

"I have always admired your Journal and read each copy with interest and pleasure. I must admit, however, that the new form adds physical comfort to the mental satisfaction during perusal."—*George W. Sanger, Commissioner of School Buildings, St. Louis, Mo.*

"Congratulations on the decidedly improved format of the SCHOOL BOARD JOURNAL. This up-to-date size and style is in keeping with the modernity of the contents."—*John G. Fowlkes, University of Wisconsin, Madison.*

"Thank you for the opportunity for comment on the new format of your very useful Journal. Our entire organization request me to state to you that it is the best issue, from their standpoint, which they have seen. My personal comment is the same."—*Ralph G. Stebbins, Architect, Boston, Mass.*

"Congratulations on the new format of the SCHOOL BOARD JOURNAL. While we shall miss the old face, it appears that we shall learn to love the new one even more, and it will be very intriguing to develop an acquaintance with the new one."—*Walter D. Cocking, State Department of Education, Nashville, Tenn.*

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The School Dollar and Legislation

The considerable number of educational measures presented to the legislatures now in session in the several states lead to the belief that much will be accomplished this year in aid of the public schools.

The purpose of the legislation centers chiefly in the school dollar — where to find it most readily, and where to place it to meet the most pressing needs. In all 42 states where the legislatures are meeting, organized school boards, school executives, or teachers have gathered facts and arguments that amply support the requests which are being made.

It is clear from a study of a majority of the legislative programs presented by educational interests that essentially better teaching service through higher standards of teacher training and certification, better school organization and articulation, more economical organization of districts, and equalization of support are the main objectives.

School boards may well consider it a major duty to support all worthy legislative proposals. The gradual removal of salary cuts and the revival of school-building operations are matters of major importance in all legislative plans. Satisfied teachers and a physically efficient school plan are necessary requisites for every successful school system.

The Editor

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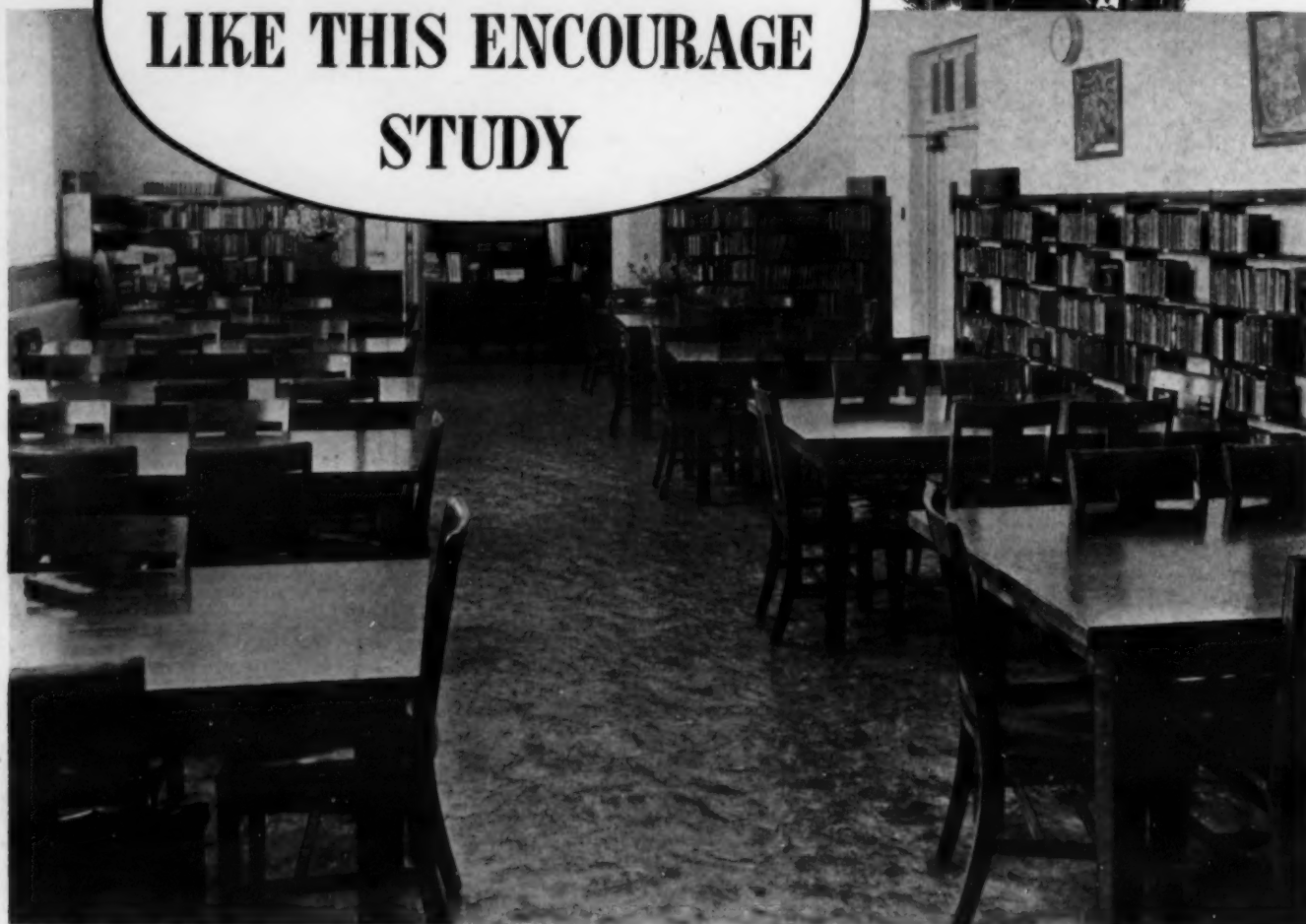
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Editorial Material — Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited, and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the *Education Index*.

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A REAL BARGAIN

Progress in Equalizing School Costs

Dean W. W. Ludeman¹

Several factors have combined, in recent years, to make the idea of equalization of school costs a pertinent problem in educational administration. Difficult economic times have caused administrators in smaller school units to look beyond narrow district confines to helping sources of revenue. Expanding enrollments and enriched curriculums have increased costs to a point where the small areas are finding it increasingly more difficult to run a standard school without outside help.

The fact that equalization of school costs has been used successfully in a number of states has had a tendency to make all states interested in its possibilities. The recommendations for and progress made in a number of states, along lines of expanding the size of school units has made interest in equalizing costs a bit more vivid.

Arguments for Equalization

The principle of "share-and-share-alike" has become so dominant in national life that it seems surprising that equalization is not more widely used than it is. The federal constitution is clear in delegating the responsibility for education to the various states, and the constitutions of most of the states specify education as a function of the state government. On the basis of this state-wide duty toward schools has come the belief in the principle of state-wide support in part if not in total.

Equality of educational opportunity enters into the cost picture. One child has the same rights as another, whether living on a prairie range, or along a city boulevard. So far as humanly possible the prairie youngster deserves the same well-trained, well-paid teacher and the same instructional equipment as the big-city pupil has. And it is evident that such equality of opportunity cannot be approximated until a system of equalization of costs has been set up.

Plans for Equalizing School Costs

Equalizing school costs from state-wide funds has been making excellent progress. The following table indicates what has happened in the past ten years on trends toward the per cent of revenues provided from state sources.

Per Cent of Revenue Derived from State	Number of States	
	1923-24	1933-34
More than 50	1	4
40-49.9	1	3
30-39.9	8	13
20-29.9	13	8
10-19.9	9	8
0-9.9	16	12

Of course, we must recognize that providing school monies from state funds is not necessarily equalization in the true sense of the word. The basis upon which state school funds are distributed determines the quality of equalization. These bases should take into account the dis-

trict's ability in revenue raising, the general needs of the district in pupil units to be served, and the efforts of the district to run a good school.

A summary of the methods by which equalizing costs is being attempted in the various states would be proper in a discussion of this kind.²

Plan A. Public Education Largely at State Expense. Used in three states, Delaware, North Carolina, and West Virginia. In Delaware, the state board approves all local district budgets and sets standards for teachers' salaries and equipment. If a district wishes to spend money beyond what the state allows a local tax is levied. In North Carolina, the state pays for running an eight-month school in each district, and appropriated \$16,000,000 in 1934-35 for that purpose. This covered 68 per cent of the total education bill for the year. The West Virginia plan was started in 1933. All districts were turned into county units, and the state, out of general sales-tax revenue, gave aid to the 55 county units to pay teachers' salaries for eight-month terms, but used a teacher-pupil base for allotting such funds. For example they allow one elementary teacher for 18 pupils in average daily attendance in counties having an average daily attendance of from 1 to 5 pupils per square mile. This is graduated for counties with a denser population.

Plan B. State Aid a Minimum Local Tax Levy. The New York plan is the best example of this plan of equalization. The state allows \$1,500 for an elementary teacher and \$1,900 for a high-school teacher. From this is deducted .6 mill tax levy on assessed valuation for each district hiring two or more teachers, and 4 mills in districts hiring one teacher. The number of teaching units is decided upon the basis of a certain fixed ratio. In any sense the equalization through state funds is better for all districts, except the one-teacher district which is penalized with a heavy tax-levy deduction of 4 mills.

Plan C. Equalization Above a Medium Local Tax Levy. The Maryland plan is one of the most successful of this type. Here the state sets up a minimum salary schedule for teachers and principals. If a district cannot raise enough money to operate on a 4.7 mill tax levy, the state extends aid from the equalization fund. In addition to monies from the equalization fund, the state also apportions large sums on the basis of census and aggregate days' bases. The equalization plan has operated since 1922 with considerable success. It is assisted in Maryland by the fact that county units are used entirely.

²See Covert, "State Provisions for Equalizing the Cost of Public Education," *Bulletin No. 4*, 1936, U. S. Office of Education.

Plan D. Equalizing School Costs Above All Other Possible Available Funds. When a district has done all it can, the state comes to the rescue. The Arkansas plan has merit along these lines. The state has a common school fund, raised from the income on a permanent school fund, two thirds of the money raised by a severance tax on natural products and certain sums above \$1,500,000 on a cigar and cigarette tax, and which fund is distributed on a school-census basis. In addition, there is an equalization fund, coming from a 50-per-cent share of the cigar and cigarette tax, plus \$750,000 from income taxes, after certain prior claims have been taken care of. This fund is distributed to districts which cannot support a school on all available revenue from regular sources, including the maximum 18-mill levy.

Plan E. Special State Fund for Distressed Districts. Several states are trying to equalize school costs by a plan of establishing a special fund to help the distressed or weak districts. South Dakota may be used as an example. In this state, education gets 32 per cent of the returns of the 2-per-cent retail-sales tax, and 25 per cent of this money goes to help out the distressed districts. The state department of public instruction determines what districts to assist and selects them on the basis of the amount of indebtedness and the status of the school warrants. South Dakota hopes to extend the system of equalization to reach other needy districts than simply those in heavy debt.

Other Plans. In Colorado, if a 5-mill property levy is not sufficient to pay for teachers' salaries, the balance for this item may come from the state fund raised from income on school land. In California, the constitution gives the public schools first claim on all state revenues. State school money is apportioned on the basis of teaching units, average daily attendance, and the length of course, with certain funds for special educational needs such as supervision and the physically handicapped. In Ohio since 1935, they have had an equalization fund which helps districts after they have imposed at least a 3-mill tax levy for a school approved by the state on the basis of attendance costs per pupil unit. Florida gives \$800 per year per teacher unit from state funds. Washington provides for payment of 25 cents per pupil per day in elementary schools, with a correspondingly larger sum to high schools, thereby covering about 50 per cent of the total school costs. Indiana pays \$400 per teacher unit, adds something for average daily attendance, and has an equalization fund for district deficits beyond this. The Montana and Oklahoma plans are also based on grants per teacher unit, plus rates per pupil in average daily attendance.

(Concluded on page 96)

Ability of the Local Districts to Provide the Necessary School-Plant Facilities

N. E. Viles,¹ and Lloyd J. W. King²

For many years there has existed a wide range in the ability and inclination of local school districts to provide the housing needed for public schools. In some districts modern houses give ample protection to the lives and health of the pupils. They provide facilities for a varied school program, and are planned to permit expansion for anticipated growth in enrollment. They are attractive and add to the beauty of the community. On the other hand many school districts have buildings that are wholly inadequate. They are neither safe, sanitary, nor conveniently arranged. Some of them are distinctly unattractive. In many cases this lack of suitable buildings may be attributed primarily to poor planning or to the lack of funds with which to provide the housing facilities needed.

In order to determine just what part the ability or lack of ability plays in determining the type of school-building facilities provided in any district, a detailed study of the building facilities in the high-school districts in Missouri, was made. In this study it was deemed advisable to consider factors which normally affect the ability of the district to provide housing facilities. To this end tabulations were made showing the value of the existing buildings, the assessed valuation, the bonded debt, the free bonding capacity, and the debt-service tax levies made. Other factors considered were the size of the school, the number of pupils enrolled, and the total ability to provide housing facilities.

Value of School Buildings in Missouri

The quality and adequacy of the buildings now in use may determine to an extent the type of work that may be done in any particular school. Lacking a more suitable, easily applied measure of building adequacy, it was decided that, in this study, the measure should be the average value of the buildings per pupil enrolled. Since it seemed essential that the buildings should provide facilities for all pupils enrolled, and since there seemed to be little need to provide facilities for children enumerated but not enrolled, the per-pupil-enrollment basis rather than an average-daily-attendance or the per-pupil-enumerated basis was used. The average value of all the buildings in schools in Missouri was about \$211 per pupil enrolled. This is much less than the \$250 average reported for the United States in 1933-34.³ In the

high-school districts of Missouri this average was about \$270 per pupil enrolled. However, not all pupils in these districts were able to attend school in buildings worth \$270 per pupil as shown in Table I.

TABLE I. Value per Pupil Enrolled of Buildings, Sites, and Equipment in Missouri High-School Districts

Grouping Based on Value per Pupil of:					
	0-100	101-150	151-200	201-300	300-up
Number of Districts ...	276	176	123	124	54
Average Building Value per Pupil ..	\$ 65	\$ 127	\$ 176	\$ 245	\$ 407
Total Enrollment	61,403	56,484	64,380	78,836	226,375
Average Enrollment	222	321	522	595	3,848
Free Bonding Capacity per Pupil	\$ 87	\$ 76	\$ 89	\$ 102	\$ 271
Total Ability to Provide Buildings per Pupil ..	\$ 152	\$ 203	\$ 265	\$ 347	\$ 678
Effort, Percentage of Maximum	43	63	66	70	60

It was not possible to obtain data on all of the 830 school districts included in the study. The study does show that in 276 school districts, 61,403 pupils were attending school in buildings worth less than \$100 per pupil enrolled. In fact, the average value of buildings, sites, and equipment in these districts was only \$65 per pupil enrolled. In 176 districts with an enrollment of 56,484, the average value of the buildings was only \$127 per pupil enrolled. In 123 other districts the average building value per pupil was \$175 per pupil enrolled. Of the 830 districts, 575 districts with a total enrollment of 182,267 pupils, had building facilities worth less than \$200 per pupil enrolled. Thus about 35 per cent of all the pupils in the high-school districts were attending school in buildings worth less than \$200 per pupil. On the other hand, in 54 districts with an enrollment of 226,375 pupils the average value of the buildings was \$407 per pupil enrolled.

If the value of the school-building facilities is in any respect a measure of the opportunity provided for the pupils, it seems obvious that, in districts where the value of all buildings, grounds, and equipment is not more than one half the average value of all such facilities in the state, the pupils will be seriously handicapped to secure an education.

Assessed Valuation

The value of buildings in use is a measure of what has already been done to provide schoolhousing facilities. Regardless of the amount of state aid granted to the

schools for operating costs, the assessed valuation back of each pupil determines to a great extent the ability of the districts to provide housing facilities. In Missouri, as in some other states, the school districts can vote a bonded obligation for capital outlay of no more than 5 per cent of the assessed valuation. While it is true that the assessed valuation may not be closely related to the annual income of the taxpayers of the districts, or to the taxpaying ability of these taxpayers, it is an exact measure of the bonding ability where such limitations are fixed by statute.

The average assessed valuation behind each pupil in the high-school districts in Missouri is a little over \$4,900. The range of this assessed valuation is shown in Table II.

This study shows that 85 school districts enrolling 30,230 pupils had each an assessed valuation of less than \$1,000 per pupil enrolled and an average assessed valuation of \$788 per pupil. In 162 other districts the average assessed valuation was \$1,218 per pupil enrolled. There was a total of 376 districts with an average assessed valuation of less than \$2,000 per pupil. These districts had an enrollment of 128,291 pupils, which was about one fourth of the total enrollment in the high-school districts in the state. With a 5-per-cent limitation, these districts had a total bonding capacity of not over \$100 per pupil for building purposes. This study also shows that 193 other districts with an enrollment of 101,667 pupils, had an average bonding capacity of \$124 per pupil enrolled. On the other hand 223,900 pupils attended school in districts where the average assessed valuation of \$8,638 back of each pupil gave a bonding capacity of \$431 per pupil enrolled.

It is often stated that the normal life of a school building is from 40 to 50 years. If this be true and if the life of bonded obligations is 20 years, it seems desirable to have a minimum assessed valuation sufficient to permit voting of bonds to at least one half of the total value of the school-building facilities needed. On this basis only the schools shown in the last two columns of Table II, those with assessed valuations of \$3,000 or more per pupil, would be able to provide the building facilities needed.

It is interesting to note from this table that the increase in assessed valuation per pupil is paralleled by an increase in the value of the buildings per pupil enrolled. The districts with assessed valuations of less than \$1,000 per pupil have buildings with an average value of less than \$90 per pupil, which is less than one fourth the

¹Director, School Building Service, State Department of Education of Missouri.

²State Superintendent, Department of Public Instruction, Missouri.

³Office of Education, U. S. Dept. of Interior, *Statistics of State School Systems, 1933-34*, Chap. 2, p. 71.

value of the buildings in the more favored districts.

The term "Building Ability" as used here, represents in general the free bonding capacity plus the value of the buildings now in use. On this basis the school districts with an average assessed value of less than \$3,000 per pupil could not provide buildings equal to the average per-pupil value in the state. The weaker districts were frequently overbonded, while only a few of the wealthier districts were overbonded.

The Tax Levy

The tax levy for debt service is a measure of the effect that the bonded obligation has on the total annual cost to the taxpayers. It may also be to some extent a measure of the ability of the district to provide adequate building facilities. This measure may not be comparable between districts in various states or to some extent between districts within one state because of the difference in the ratio of the assessed valuation to the producing value of the property taxed. However, it seemed to be the only convenient measure available.

In states where the 5-per-cent bonding limit is in force, each \$1,000 of bond obligation must be backed by \$20,000 of assessed valuation. It also follows that 20-year serial bonds having an interest rate of not over 5 per cent can be paid off together with the accrued interest each year with a 40-cent debt-service tax levy, if taxes are collected and if valuations hold constant. We can then perhaps best measure the effect of the debt-service tax levy by showing what ratio the levies made have to the 40-cent levy just mentioned. In the districts having bond obligations the average tax levy for debt service was about 45 cents on each \$100 of assessed valuation. Some of this extra tax levy may have been the result of a decrease in the assessed valuation or of poorly distributed maturity dates for outstanding bonded obligations. Of the 546 districts having a bonded debt, 267 had a debt-service tax levy of over 40 cents, 206 over 50 cents, 130 over 60 cents, and 34 districts had debt-service tax levies of more than 80 cents for each \$100 of assessed valuation.

The Bonded Debt

In Missouri the school districts are limited to a bonded debt of not more than 5

DR. DICKSON HEADS BERKELEY SCHOOLS

Dr. Virgil E. Dickson, for 18 years associated with the schools of Berkeley, Calif., as assistant superintendent and as director of the Bureau of Research and Guidance, was recently elected superintendent of schools for a four-year term, beginning with July 1, 1937.



Dr. Virgil E. Dickson
Superintendent of Schools, Berkeley,
California.

During the present school year, Dr. Dickson is serving as acting superintendent of schools, having succeeded Dr. Lewis W. Smith on July 1, 1936.

Dr. Dickson first accepted a position in the Berkeley public schools on a part-time basis in 1918, when he was brought there to establish the counselling and guidance service. Prior to this Dr. Dickson was for eight years deputy superintendent and director of the Bureau of Research and Guidance of the Oakland public schools, and lecturer in the department of education at the University of California.

Dr. Dickson co-operated with Professor August Vollmer, well-known criminologist and former Chief of Police in Berkeley, in the organization in 1920 of the Berkeley Coordinating Council for Child Welfare. He is an associate editor of the *Journal of Educational Research*, and an authority on problems of guidance and exceptional children.

per cent of the assessed valuation. It was not the purpose in making this study to attempt to determine whether the 5-per-cent limit is desirable. The ability of the

districts to provide added school-building facilities is determined to a great extent by the free bonding capacity of the districts. To this end a large number of district officials prefer not to have their district bonded up to the bonding capacity.

Of the 546 high-school districts in Missouri having outstanding bonded obligations, ninety-nine were overbonded. The average bonding capacity for all high-school districts in the state was about \$245 per pupil enrolled. The high-school districts having bonded obligations seemed to be bonded to about 41 per cent of their bonding capacity. Not only were a large number of the school districts in the state bonded to or near their bonding capacity, but a considerable portion of these districts have buildings that are worth less than \$150 per pupil enrolled. In spite of the fact that they did not have adequate facilities, the lack of free bonding capacity prohibits these districts from improving the buildings as needed. There were 284 high-school districts which had no outstanding bonded obligations. Some of the high-school districts not bonded had an enrollment of less than 50, none had an enrollment of over 1,100, and the average enrollment was 139 pupils per school. Only one school district with an enrollment above 650 was included in the list of districts having no bonded debt. These districts generally had poor buildings. The average value of all buildings in these districts was only \$99 per pupil enrolled. These districts, most of which were second- or third-class high schools, had a bonding capacity of about \$130 per pupil enrolled.

Size of the School

There was no direct evidence to indicate that the size of the school was a factor in determining the value of the buildings provided. District pride and assessed valuation seemed to have been more important factors. In spite of this fact there was a regular increase in the value of the buildings per pupil enrolled from the smaller schools up to the larger schools in the state. When the schools were grouped as to enrollment, the values per pupil ran as follows: \$105, \$141, \$145, \$222, and \$350. There were in the state 156 high-school districts with a total enrollment of less than 100 pupils each. There were 22 school districts with an enrollment of more than 2,000 each. The buildings in these larger school districts had a value of about three and one half times as much per pupil as that of the buildings in the school districts with an average enrollment of less than one hundred pupils each.

Effort

No discussion of ability of the school districts to provide housing facilities seems complete without considering the effort put forth by the various districts. In some respects the bonding capacity back of each pupil and effort may be said to be the two most important factors in determining the type of school-building facilities that will be provided. The free bonding capac-

TABLE II. The Assessed Valuation as a Measure of the Ability to Build
Grouping Based on the Assessed Valuation Back of Each Child Enrolled of:

	0-\$1,000	\$1,001-\$1,500	\$1,501-\$2,000	\$2,001-\$3,000	\$3,001-\$4,000	\$4,001-\$5,000
No. of High-School Districts.....	85	162	129	193	102	111
Average Assessed Valuation per Pupil Enrolled	\$ 788	1,218	1,735	2,486	3,380	8,638
Total Enrollment	30,230	56,732	41,329	101,667	45,033	223,950
Value of Buildings per Pupil Enrolled..	\$ 90	\$ 119	\$ 122	\$ 170	\$ 185	\$ 388
Free Bonding Capacity.....	\$ 18	\$ 36	\$ 50	\$ 73	\$ 118	\$ 297
Total Ability to Provide Building per Pupil	\$ 108	\$ 145	\$ 171	\$ 243	\$ 303	\$ 695
Districts Overbonded	20	34	17	18	6	4
Effort, Percentage of Maximum.....	83	81	73	71	61	55

ity plus the value of buildings now in use is often called the district's ability to build. This is a true measure only insofar as the value of the old buildings may be retained in a program providing new and improved facilities.

Effort may be measured in any of a number of ways. It may be measured by the tax levy paid for debt service, if this tax levy does not represent poor financing methods during past years. Effort may also be measured by the ratio of bonded debt to bonding capacity. On the other hand, effort may be measured by the ratio of the debt-service tax to the tax paid for operating expenses. None of these taken alone seems to give a direct picture of the effort put forth by the local districts. Perhaps a composite figure of these factors may be more reliable. To date no one seems to have developed a reliable composite measure of effort. Because one school may fall into several classes under the several methods of grouping, there was a slight variation in the measures of effort, but in general the first-class high-school districts were more heavily bonded, had better buildings, and paid higher debt-service taxes than did the second, third, and unclassified high-school districts. The districts with buildings with a low value generally did not have the free bonding capacity to provide the best type of buildings. If we measure effort by the ratio of the worth of buildings in use to the total amount that could be raised for building purposes, we find a steady rising percentage from districts with low building values up to districts with a building value of about \$245 per pupil enrolled. For districts with buildings worth more than \$245 per pupil the ratio of effort was less. When we apply this same ratio of measure to the schools based on enrollment, we find that the smaller schools are using about 49 per cent of their total building ability, that this percentage is raised to a maximum of an average of 85 per cent for the schools with an enrollment of around 700, and that for schools of above 2,000 enrollment this percentage again drops to about 55 per cent. When this same measure was applied to the districts on an assessed valuation basis, the result showed the greatest effort in districts with a low assessed valuation per pupil, and decreased regularly as this valuation ratio increased. When effort was measured by the tax levy for debt service, it was found that schools of the medium-size group had a large percentage of their taxes allotted to debt service. One hundred eighty-three of the districts having sinking and interest levies of more than 40 cents on each \$100 of assessed valuation, had buildings worth less than \$200 per pupil enrolled. Forty-three districts had total sinking and interest levies larger than those paid to provide money for operating costs, and 237 of the 830 districts in the state had debt-service tax levies of as much or more than half of the levy made to provide money for current operating cost.

DR. WALTER F. DEXTER BECOMES STATE SUPERINTENDENT OF CALIFORNIA

Dr. Walter F. Dexter, formerly secretary to the governor of California, has been appointed State Superintendent of Public Instruction. He succeeds Dr. Vierling Kersey.



*Dr. Walter F. Dexter
State Superintendent of Public Instruction,
Sacramento, California.*

Dr. Dexter, who was born in Chicago, Ill., received his common-school education in River Grove. He was graduated from Penn College, in Iowa, in 1916. After completing his college course, he entered Columbia University, where he was graduated in 1919 with the degree of master of arts. In the fall of that year, he entered Harvard University, where he pursued graduate courses in education. Two years later, he received the degree of master of education. In June of the same year, he was given the degree of doctor of education.

Following his graduation from Harvard, Dr. Dexter became head of the department of education in Earlham College, at Richmond, Ind., where he remained two years.

In 1922, he was placed in charge of the teacher-training courses in Franklin College, and in 1923 he was a lecturer at the University of Virginia on various subjects in school administration.

In 1923 Dr. Dexter was made president of Whittier College, in California, where he remained for eleven years. During this period he was in charge of the supervision of teacher training for the elementary schools of California.

Since 1934, he had acted as secretary to the governor of California, where he had opportunity to become acquainted with governmental problems and with the effectiveness of a statewide system of public education.

In a statement released to the press Dr. Dexter said shortly after his appointment: "I am enthusiastically re-entering the field of education. I appreciate the opportunity I have to join the teachers and educational administrators of California in their progressive program of service. In my work with them I shall try to be liberal enough to guarantee progress and conservative enough to assure stability."

Information given for the year 1934-35⁴ indicates that, in high-school districts employing between 45 and 400 teachers each, the debt-service costs were about 35.5 per cent of the operating costs. In districts employing between one and four high-school teachers, the debt service was 14.6 per cent of the operating cost. This ratio was somewhat lower for the larger schools.

The Effect of Variations in the Ability to Provide School-Building Facilities

It is easy to see, but difficult to measure in terms of service rendered, the effect of a lack of ability to provide schoolhousing facilities. In some districts it is to some extent counteracted by high tax levies for debt service and by keeping the district bonded up to or near the bonding limit. As a rule the districts with a low assessed valuation and a low bonding capacity per pupil, find it necessary to retain and use obsolete buildings which lack conveniences and comforts. When new construction is attempted in the poorer districts, it is necessary to limit the building program to a minimum. Special activity and service rooms are omitted. The quality of construction is cheapened, many needed safety and sanitary features are ignored, and refinements that make a school building serviceable are in many cases absent or limited to an irreducible minimum. The desire for beauty and attractive design must to a great extent give way for the boxlike structures that will seat the greatest number of pupils with the least possible wall, floor, and roof areas. The purpose of this study is not to criticize economical construction, but to show that excessive limitations on the ability to provide adequate housing facilities, handicap the schools and impose heavy tax burdens on the local taxpayers.

A second effect of this lack of ability may be reflected in the debt-service tax levies, and in a limited curricular offering. There seem to be no reliable criteria for determining the amount of tax that should be paid in any district. Nearly 300 of the 830 districts had no debt-service tax levy, but in the districts levying a tax for debt service, the average was about 45 cents on each \$100 of assessed valuation. A few districts will be compelled to make an 80-cent debt-service tax levy for the next 20 years to retire outstanding bonded obligations. In some of these districts the taxpayers have felt it necessary to reduce the tax levy for operating expenses in order that the district may pay for their buildings. As a result in some of these districts the school program is curtailed, school funds are limited, grade teachers are teaching for \$60, and high-school teachers for \$80 or \$90 per month. Under the present system where the local district must make all or practically all of the capital outlay, the debt-service burden may in part defeat the purpose of the buildings; namely, to aid in providing an enriched school program for the children.

The Remedy

The illustrations cited indicate that many of the school districts in Missouri cannot provide adequate schoolhousing facilities. Even if the statutory limitations on bonded indebtedness were removed, the

⁴King, Lloyd W., Edie, John W., and Vaughan, T. E., *Missouri Public Schools, A Faculty Study Based on Data for the School Year 1934-35*, p. 18, Missouri State Teachers' Association, Columbia, Mo.

School Boards and Organized Teachers

Arvid J. Burke, Ph.D.¹

Each year many teachers ask permission to participate in activities sponsored by teachers' organizations or by committees of those organizations. Even though most school boards grant the permission, many of them probably question the value of the attendance. They wonder whether the teacher would not serve the interests of the children better by devoting all her time to her classroom duties. This doubt becomes pronounced whenever organized teachers take a stand which is opposed to a stand taken by the school boards. Sometimes in such conflicts school boards question whether organized teachers are promoting the cause of education or advancing their own interests as a group. It is necessary, therefore, to inquire into the functions of teachers' organizations and of local school boards and to discuss the relations between the two groups.

Functions of Teachers' Organizations

In order to understand the functions of organized teachers, the underlying interests which cause teachers to organize must be examined. These are twofold: One is the desire to promote public education; the other is the desire to promote the interests of teachers as an occupational group. Both purposes usually are written into the stated objectives of teachers' voluntary organizations. For example, in New York the purposes of the state association read, "to promote the interests of public education, to advance the standards of the teaching profession, and to secure the conditions necessary to the greatest efficiency of teachers and schools." Although the educational side is stressed in this statement, the other purpose is implied. Ideally the interests of the teachers should always be made secondary to the interests of the children.

At times these two functions may seem to conflict; and the interests of teachers as an economic group may seem to predominate over the welfare of the children. Yet, if the activities of teachers' voluntary associations are viewed over a long period of time (since 1845 in New York State) it will be seen that both interests have been about equally bettered. At times one seems to predominate, then the other; but there seems to have been no general trend toward one or the other.

The best evidence of how teachers' voluntary associations have functioned is to be found in the records of their achievements and activities. (1) They have sought increased state aid for public schools and higher salaries for teachers. Having achieved these in some states, there was an influx of capable, well-trained persons into

the profession. Then the associations were able to seek higher standards of professional preparation for teachers. (2) Not many decades ago machine politics were gaining a strong hold on the schools, and turnover among teachers due to unfair dismissals was great. As a result teachers' organizations sought better conditions of employment through better contractual agreements, and the enactment of tenure laws and retirement annuities. Having achieved these in some states, both the teaching profession and the teachers' associations became more stable. From then on the associations were better able to promote public education. They employed full-time personnel to engage in research, and the publication of professional materials, legislative action, co-operation with other organizations, and other activities which have promoted the cause of public education. (3) Committees, conventions, publications, field service, meetings, research, and reports sponsored by teachers' associations have promoted professional spirit and growth among their members. (4) State teachers' associations have advocated increased personnel in state education departments, adult education, district reorganization, better selection of textbooks, longer school terms, greater high-school opportunities, kindergarten education, and a host of other innovations for the welfare of the children and the community.

Thus teachers' organizations have promoted their own interests by promoting public education; and public education has been promoted by the improved interests of teachers. The real interests of pupils and teachers have not been in conflict and where an apparent conflict has existed, a new balance always has been achieved.

There exists, however, a serious threat to the functioning of teachers' associations in the future. This is the loss of unity resulting from the trend toward specialization in education and the trend toward higher qualifications for all educational workers. Specialization has increased the differences among classroom teachers themselves and has created new types of positions which are not recognized as teaching by either the classroom teachers or those holding the newer positions. Into the field have come counselors, psychologists, business managers, supervisors, principals, attendance workers, research workers, nurses, librarians, and the like. As these differences are accentuated through specialization, new special-interest groups are formed and co-operative effort toward common objectives becomes more difficult. Unless teachers' associations in the future func-

tion as education associations and emphasize the many interests which all teachers have in common, teachers will lose the effectiveness which they have enjoyed through a large, voluntary association working toward common ends.

Failure to give well-trained and capable classroom teachers and other groups the place in teachers' associations to which they are entitled is another factor which may hinder the functioning of teachers' organizations in the future. When most teachers in the employ of schools were young, inexperienced, and poorly trained and when teacher turnover was much greater than it is today, it was to be expected that responsibility for leadership in teachers' organizations would have to be assumed by superintendents and principals. However, as teachers become more carefully selected and prepared and the profession becomes more stable, it is to be expected that capable classroom teachers will assume more leadership in their associations. Unless teachers' associations encourage well-trained, capable teachers to assume this leadership, they will find the educational forces in their states disunited.

Functions of School Boards

School boards frequently function in two different capacities, which must be carefully distinguished in a discussion of this kind. An individual school board functions as a government organization established to express the will of the people on education. It is representative, official, clothed with authority. A voluntary state-wide organization of school boards on the other hand, has no legal function. In this second capacity school boards are on exactly the same basis as organized teachers. Both are acting in a citizenship capacity.

In their legal capacity as representatives of the people in the various school districts of the state, the school boards are charged with the function of adopting educational policies for the school district and of employing competent personnel to carry out or administer these policies. In their unofficial capacity as a state-wide, voluntary association, they have assumed the function of promoting public education and sharing common experiences arising from their duties as school-board members. In this latter capacity many of their activities are identical with those of teachers' organizations.

Relations of School Boards and Organized Teachers

In promoting and defending public education in general the relation between school boards and teachers, both in their official relationships and in their relation-

¹Director of Research, New York State Teachers' Association, Albany, N. Y.

ships as voluntary associations, should be one of determined co-operation. Both groups should be guided by one major consideration, the welfare of the children and of society.

In taking a stand on specific educational issues, the relations between school boards and organized teachers may vary. In their official capacity as a policy-determining body, school boards should consider the stand of the teachers' association on any issue just as they should consider the position of any other groups in the community; but, in arriving at a decision they

should be guided by what is for the general welfare as they see it.² In their relations as voluntary associations, it is to be expected that school boards' associations and teachers' associations may come into conflict on certain specific issues. Inasmuch as both are acting in a citizenship capacity, both should defend each other's right to take a stand on these issues and to attempt to influence public opinion accordingly. In doing so they should remem-

²I am thinking of school boards as they are now constituted.

ber that although they may differ on one issue, they do and must agree on many other issues. In opposing each other on an issue they should conduct themselves in a dignified, professional manner. Insofar as possible differences should be settled on the basis of facts gathered co-operatively. Where the differences arise from conflicting philosophies, compromises should be attempted.

Even while disagreeing on specific educational issues both groups should be ready to unite in defending and promoting public education in general.

Salaried and Unsalaries School Boards

Discussed by a Western School Superintendent

About a year ago, the writer read an article in this Journal, concerning the question of salaries for school-board members. The article was written by a gentleman from Georgia—if the ol' memory is correct—a man who favored salaries for the board of education. We respect his right to his own opinion, but insist that his theories are not borne out by facts which obtain in situations where salaries are paid. The writer has spent a few years in the employ of such a school district and knows whereof he speaks.

Theoretically, the payment of a salary for "public service" on the school board should remove all temptation to seek favors, emoluments, and compensation in connection with the purchase of supplies, textbooks, equipment, etc. Practically, it does no such thing. For every paid school-board member who scorns such unworthy means of profit, there are two who welcome the lucre thus "picked up on the side." They will tell you quite blandly that they are "entitled" to it. Our observation includes a goodly number of school boards who receive salaries, and we fear no successful contradiction.

It is our firm conviction that the paid school-board member, in a great majority of cases, is lured by the salary and—. In order to secure his election, he will promise the voters all manner of attractive planks in his platform—from economy to jobs-for-all. The campaign for election of school directors is as lively as if a county or state office were at stake. The various nationalities have their parties or factions, and these combine in various ways to try to insure the election of the candidates who will dole out such rewards as may be possible. For the expense of the campaign, and the strain of keeping campaign promises, the successful candidate seeks to get his compensation "on the side." Padded expense accounts, "cuts" on supplies and

equipment, and rebates or discounts on fuel—all these are things to which the director feels that he is entitled. And it is easily understood that the dealer or salesman, who sells goods to the school in order not to lose his own profit, must and does raise his price accordingly. So it is the school district that pays.

Occasionally, a school director who serves without pay may be tempted to dabble in graft, but the majority of paid directors enjoy graft as a steady diet. They enjoy it so much that they exert themselves to be sufficiently popular to be re-elected. Thus, the school director becomes a politician, a little weather vane veering about in the breeze of public opinion. The paid school-board member seeks to invent "platforms" and slogans to win votes. He schemes to wangle janitor jobs for his supporters or teaching jobs for their daughters. He buys school supplies from the "right" people, and insists that the teachers and employees buy their groceries, cars, etc., from the "right" people. The instruction of the children is a minor or neglected consideration. The important thing is to secure re-election, with its attendant "benefits."

A shelf of books could be written about the inefficiency and profligacy of paid school directors, but let us catalog briefly the most common abuses of the office. Some of these may be practiced occasionally by school-board members elsewhere, but all are prevalent among salaried school boards. And all in the name of education! Here they are:

Condemning Paid School Boards

1. Buying equipment, supplies, and fuel—from the "right" people—on a profit-sharing plan. The district does not share in the profits, but it pays the bills. Only the directors share in the "cut." In some cases the price paid is three times that for

which the goods could be purchased. This practice existed before the word "chiseler" was used.

2. Padding expense accounts. When it is necessary for directors to take long trips on school business, those members who are authorized to go should not be forced to pay for their own meals, lodging, or transportation. However, it is going a bit strong to include whiskey, shows, new clothing and luggage, and even some purely imaginary expenditures. Sometimes the treasurer or "auditor" hands each director a ten-dollar or twenty-dollar bill, remarking that it will be taken out of the expense account after it has been allowed for payment, if they don't forget. If we are educating the children in these practices, what a lot of future grafters we are training!

3. Squandering public money for private transportation, and other "benefits." In some cases, a board member is provided with a gasoline coupon book, for some little trip on school business, and he forgets to return the unused portion of the book. In other cases, portions of shipments of coal or building materials are delivered at the wrong address. The board member who profits by the mistake feels that he is entitled to it—in addition to his salary—so great is the burden of the office and the loss of time from private business.

4. Awarding school business, at fancy prices, to reward favors enjoyed in the director's private business. This item is related to paragraph 1, above, but is condoned by many who would not accept a "cut" of the profits. A director who "throws" some school business to a dealer who is a good customer of the director in his own private business, may be defrauding the school district of as much money as if he took a share of the fifty to two-hundred-per-cent profit on the deal. "We've got to patronize those who patronize us." But "us" is not the school district, so the

sense of duty would seem to be a bit confused.

5. Changing "stand" or "platform" — for a consideration. A director who argues and votes against certain ways of doing school business may occasionally be observed to change his stand on the questions involved, under peculiar and interesting circumstances. "Oh, you care enough to pay real money? Well, that's different."

6. Selling jobs to teachers and employees. With intense competition for teaching positions and janitor jobs, it is easy for a school-board member to secure a little commission for a vote. Do paid school-board members accept commissions? Some of them most assuredly do — in cash or in the form of political activity on the part of the ones employed.

7. Promoting junkets for employees. This idea is concealed in some cases; in others, it is perpetrated quite boldly. In order to be popular with the employees —

to secure their votes for re-election to the "pay" directorate — school-board members provide parties, picnics, or fishing trips for the employees, at district expense.

8. Closing schools, but paying the "help." In one school district which pays its board members, one citizen made two or three campaigns on a platform of "close some of the schools, save teachers' salaries, but pay the janitors just the same." Too many people objected to such a peculiar platform — the would-be *di-wreck-tor* was not elected. However, in a neighboring village, the school board actually closed a school but forgot to take the janitors off the payroll. Perhaps they have done so by this time, although they reasoned that it would be political suicide.

9. Undermining education, under popular camouflage. Most of the paid school boards point with pride to their beautiful school buildings as being "wonderful schools." But many of these boards, with-

out any reduction of their tax levies, have reduced the teachers' salary budget — by slashing the salary schedule, or by replacing topnotch teachers with cheap "swaps," or by both these methods — and have thrown the diverted funds into the labor payroll. They have split janitor jobs into halves or even thirds, raising the pay of a given job of unskilled labor to a point considerably above the pay of the average teacher. Is this good for the schools as places of instruction for the children? Decidedly not, but it keeps the dear old board members in "pay" office.

If any of our readers fail to grasp the meaning, or doubt the authenticity or truth of these statements, abundant detailed proof can be had easily enough. If you want to keep up good schools in your own community, under "Home Rule" by the present plan, keep a school board of public-spirited citizens, *without pay*.

Organized School and Home Co-operation Through a Mothers' Club

Mrs. George W. Kinzel, Mrs. Charles D. Gable, and E. E. Morley¹

Parents of high-school children in a residential suburban community usually have their leisure time pretty well taken up with social, civic, and club affairs not directly concerned with the school. Mothers of high-school youth in Cleveland Heights, Ohio, are no exception to this generalization. And yet the Mothers' Club of Heights High School is one of the largest, if not the largest local organization in the country of mothers actively associated with a secondary school.

Cleveland Heights is a city of homes with no factories or heavy industries. Four conveniently located business sections serve the neighborhood family needs for groceries, hardware, drugs, etc. A large majority of the fathers of high-school young people are employed in Cleveland offices and business places. These men of Cleveland Heights are active leaders in Cleveland Rotary, Kiwanis, Lions, Advertising, and other civic and professional men's clubs. No part of their busy day is open to keep in touch with school affairs. The task of contacting and co-operating with the school thus falls — and rightfully too — into the laps of the mothers.

In Cleveland Heights, to make the picture clearer, strong Parent-Teacher Associations are maintained in each elemen-

tary- and junior-high-school district. A large proportion of the mothers have kept their PTA connections throughout the earlier school years of their children. By the time these children reach the senior high school, it would seem that their mothers are pretty well "fed up" on parent-teacher responsibilities and would welcome release from this work. The facts here, however, are quite contrary to such an assumption.

The history of the Mothers' Club of Heights High School is an impressive story of home and school co-operation in the

pursuit of a common objective. The best effort and enterprise of both teachers and mothers are challenged by the worthiness of this objective. It accounts in large measure perhaps for the growing success of the club. Two unsuccessful attempts were made in the past twelve years to start a parents' organization patterned after the usual lines. The third attempt, resulting in the present organization, started in 1929 in response to a request from the school for help for underprivileged children.

The principal, the dean of girls, and the school nurse worked with a small but active group of mothers to arouse wider interest in student welfare work. By means of teas given both in homes and at school where the needs of underprivileged children were explained, a small nucleus of co-operating mothers was finally formed. The full possibilities of a mothers' organization, however, were not apparent nor even approximately realized until the destructive forces of the depression began to be felt. Starting with less than a hundred members, the club has steadily grown until it now numbers more than nine hundred dues-paying mothers. Approximately one half of all the patron families of Heights High School are now represented on their membership roster.

A brief account of the annual membership campaign will show how this fine growth has been realized and is being maintained. On the theory (proven many



The Dean of Girls and the School Nurse consider the needs of a high school girl for Mothers' Club aid.

¹Mrs. Kinzel is president of the Mothers' Club of Heights High School; Mrs. Gable is chairman of the Club's program committee; Dr. Morley is principal of the Heights High School, Cleveland Heights, Ohio.

times very practical) that people respond to a given appeal in direct proportion to the number and variety of ways they are contacted, the campaign uses the following forms of approaching prospective members:

1. The annual letter, sent by the principal to each patron one week before school opens in the fall, contains a paragraph inviting the mothers to join and announcing the first meeting of the club.

2. Printed copies of the year's schedule of meetings are also enclosed in these letters. On the first page of the program folder is a message setting forth the ideals and objectives of the club. Two samples of these messages used in recent years are reproduced below:

1932-33

In Cleveland Heights, the senior high school is "the end of the road" as far as education at public expense is concerned. The whole school system is judged largely by the quality of its high-school product. Certain factors conspire to complicate this period of youth, making it perhaps more difficult and hazardous than any other. Successful teaching of young people without sympathetic consideration of the social, civic, physiological, and personality factors involved is unthinkable. The Heights High School Mothers' Club has been organized to stimulate interest among both parents and teachers in these subtle and significant phases of modern youth. The club is also concerned with the vital problem of providing student aid to worthy underprivileged children.

1936-37

For nearly ten years, the Mothers' Club has supported the efforts of our high-school faculty in promoting the welfare of worthy, underprivileged children. Well-planned monthly programs have brought inspiration both to the members and to the teachers. The club has also shown steady growth in membership and interest until it has become one of the largest associations of parents of high-school children in the state. Issues and problems of the most vital concern to this community will be discussed at the meetings. Every mother is therefore cordially urged to join early in the year. Notices of meetings are mailed each month to all the members.

3. During the third week of September, envelopes printed as shown in the illustration are distributed to all pupils in the homerooms to be taken home to the parents. Inside each envelope is a printed slip telling how the money from last year's membership dues was spent. Each pupil writes on the envelope the name and address of his mother and his own homeroom number. He then carries it home and tries to secure from his mother the amount of the dues and returns it to his teacher.

For a number of years, added interest has been stimulated in the membership campaign by offering a treat to each homeroom reporting 100-per-cent returns of envelopes before a given date. Each envelope returned without dues but with an explanation written by the mother counts the same in the contest as those containing dues. This year, there were seventeen 100-per-cent rooms.

4. A bulletin of directions from the principal's office is sent with the envelopes to each homeroom. Quotations from this year's bulletin are given below.

Tomorrow the materials for pupils to take home are to be distributed in homeroom period.



The president and chairmen of several Mothers' Club committees consult the principal regarding a question needing school and community consideration.

The fact that nearly \$300 were spent for student aid and \$175 for scholarships last year makes it a matter of serious moral obligation to each of us to co-operate in the Mothers' Club campaign for membership.

There were 710 paid members last year. Our objective is 800 this year. Will your homeroom help?

5. The president of the school Boosters' Club also sent to each of its members a special bulletin urging support of the campaign in the homerooms. Here are a few excerpts from that bulletin:

In order that you may do your job better in the homeroom, here are some interesting facts about the Mothers' Club which you can tell your classmates:

a) Last year they helped many students who greatly needed glasses and dental work but could not afford the cost.

b) They gave two graduating seniors cash scholarships amounting to \$175.

c) They earned and spent over \$800; all of which was given for the welfare of Heights High pupils. Ask your fellow students to urge their mothers to join this fine organization.

Educational Variety in the Monthly Programs

Ever since the Mothers' Club was organized, every effort has been made to bring to the members at each meeting something of value educationally. The program for the year falls roughly into three divisions. The first, and probably most important, is that which presents to the mothers what the school has to offer. This may include new subjects added to the curriculum, new approaches to old subjects, extracurricular activities, the music department, the domestic-science department. The choice seems unlimited. The second division presents controversial subjects, mostly school or local problems, and seeks to solve them. In recent years this has taken the form of panel discussions. Teachers, pupils, parents, school officials, school-board members and out-

side speakers are invited to take part, and an interesting and helpful program results. The third division, speakers of authority on subjects of interest and help to mothers of high-school children, is made easy by our proximity to a large city. Many men and women, for a small fee or no fee at all, have contributed greatly to our club.

Some of the subjects covered in recent years are listed below:

Speech Training to Develop Individuality—A talk by the head of the speech department, illustrated by a play given by dramatic students.

A Symposium on Health and Physical Training—By the teachers of hygiene and physical education.

Innovations and Improvements in the Courses of Study—A talk by the principal.

Economic Problems of General Interest—A panel discussion by students in the economics classes.

The Proposed Establishment of a Junior College in Heights High School—A panel discussion under the leadership of the president of the American Association of Junior Colleges.

General College-Entrance Requirements and Scholarship Eligibility—A panel discussion led by the chairman of the faculty committee on scholarship.

Fraternities and Sororities in the High School—A panel discussion under the chairmanship of the assistant superintendent of schools.

Highlights in the Musical World at Heights High School—An evening program featuring the Heights High School Band, Orchestra, and Choir.

This Club Functions Smoothly

How does such a large organization function? To avoid duplications, overlapping of duties and other irritating conflicts of responsibility, fifteen standing committees are organized, the chairmen of which, together with the officers of the club and five faculty representatives, make up the executive board. All business is transacted in the executive-board meetings which are held each month, two weeks before the club meetings.

Committees functioning this year include Program, Homeroom Mothers, Ways and Means, Membership, Finance, Social, Hospitality, Student Aid, Education, Grounds, House, Music, Civics and Legislation, and Publicity. Space will permit brief explanations of only four of these committees.

The program committee plans the schedule of meetings for the ensuing year and has the program printed in an attractive folder ready to be mailed to all patrons one week before school starts in September. The principal as ex officio member of this committee assists in securing advice and suggestions from the faculty and from the club membership in organizing the year's program.

The homeroom mothers' committee consists of a chairman, three vice-chairmen, and a representative mother from each homeroom. They provide cakes and refreshments for each general meeting and sell tickets for the two money-making enterprises of the club.

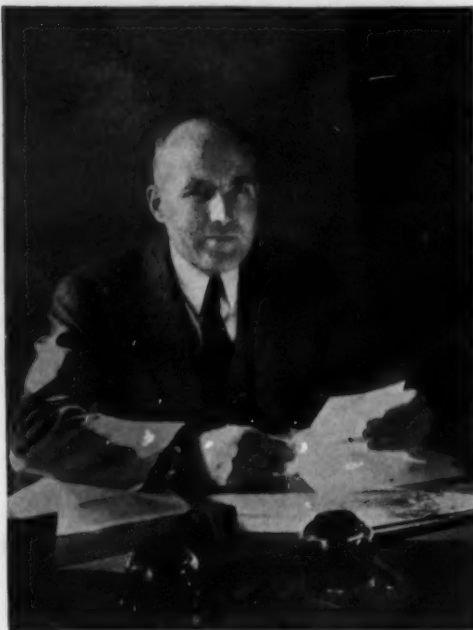
The ways-and-means committee manages and promotes the two money-raising events which the club sponsors each year. These occasions are a card party in the fall and a style show or theater performance in the spring. The net profit will amount to over \$500 this year.

The student-aid committee, consisting of the dean of girls, the assistant principal, the school nurse, and the finance chairman, recommend and supervise expenditures for helping worthy, underprivileged children.

Work on these various committees provides absorbing interests for scores of the members. It is no exaggeration to say that mothers who have been active in the Parents' organizations of the lower schools find new outlets and satisfactions in the challenging opportunities offered by the High School Mothers' Club. There is not only no letup in interest when their children reach high school — there is in fact an increased intensification of interest along with an almost unbelievable enthusiasm which is most heartening.

Another important and influential aspect of the Mothers' Club is the provision made for auxiliary special-interest groups. At present, there are three such groups that are active and another in the process of formation. The active groups are the Band and Orchestra Mothers, the Choir Mothers, and the Dramatic Club Mothers. Mothers of the journalism students who publish the school paper are starting their own organization this year.

Members of the auxiliary groups are almost always members of the main organization also. Their presidents sit as members of the executive board and participate in the deliberations of this body. The function of these groups is primarily that of encouragement and helpfulness to the school activity with which they are associated. With the help they have given, the band has been uniformed, many instruments have been purchased, the choir has been robed, the orchestra and band have



*Dr. E. E. Morley
Principal, Heights High School,
Cleveland Heights, Ohio.*

been sent to national contests, innumerable costumes have been made for plays and far greater interest has been aroused in the school and community for high-school music and dramatic activities. This year Heights High School enjoys the distinction of having a national first-place band and orchestra and a choir with a record of over twenty network broadcasts.

What advantages then does such a Mothers' Club affiliated with a high school provide? Many of the services which the Mothers' Club of Heights High School renders have been enumerated or implied



*A modern building, artistically designed,
houses the high school students in ..
Cleveland Heights.*

in the foregoing account of its work. To summarize briefly, it may be said that this club:

1. Provides effectively for keeping the school patrons regularly informed concerning the program of high-school curricular and extracurricular activities.
2. Enables the school to contact its patrons on matters of policy in which community advice and support are needed.
3. Furnishes interesting and engrossing outlets for useful service to large numbers of civic-minded patrons.
4. Helps numerous indigent and underprivileged children to enjoy advantages of medical, dental, and optical care and to retain a degree of self-respect otherwise impossible in their unfortunate economic status.
5. Promotes interest in specialized lines of school activity which has stimulated attainment to higher levels in music and dramatics.
6. And finally, by virtue of the city-wide influence of the Mothers' Club, it has helped to build up an active, vital school consciousness throughout the district. Cleveland Heights is justly proud of its efficient public school system and especially of its high school. To the High School Mothers' Club is due a major share of credit for the superior educational and cultural advantages enjoyed by this community.

OPPOSING VIEWPOINTS IN AMERICAN EDUCATION

State Superintendent Lester K. Ade of Pennsylvania has recently called attention to twenty dualisms in education which are puzzling school administrators:

1. Ultimate goals vs. immediate goals.
2. Teaching the child vs. teaching the subject.
3. Learning through interest, purpose, and drive vs. learning through practice, drill, and exercise.
4. Child as center vs. teacher as center.
5. Co-operative pupil control vs. external control.
6. Creativeness vs. conformity.
7. Individual instruction vs. class instruction.
8. Socialism vs. individualism.
9. Education as a continuous readjustment vs. education as an accumulation of facts.
10. Finding and solving problems vs. systematic mastery of facts.
11. Psychological organization of materials vs. logical organization of materials.
12. Teaching as an art vs. teaching as a science.
13. Integration or synthesis vs. specialization or analysis.
14. Philosophy of education vs. science of education.
15. Silent reading vs. oral reading.
16. Informational reading vs. recreational reading.
17. Reading for meaning vs. reading for mechanics.
18. Content vs. method.
19. Spiritual values vs. material values.
20. Intellectual education vs. moral education.

Dr. Ade concludes: "The best position with respect to these dualisms is to build the learning situation from the good in both aspects of them. In every case, the advantage seems to be in seeking a proper harmony of the two elements, for by carefully co-ordinating the elements, we shall gain their full contribution to education."

Lay Opinion as a Basis for Curriculum Revision

Harlan C. Koch¹

Not so long ago one of the writer's friends, a specialist in political science, said that the local school district is the final stronghold of American democracy, and therefore should be defended against all encroachment. He elaborated by saying that here all citizens may come together to discuss educational matters in public forum and to take such action as seems best. Although it was the obvious intention of this political scientist to limit such participation to the civil responsibilities involved, this principle of democratic sharing in school affairs has frequently been extended to include lay participation in some of the professional aspects of education as well. This is especially true in the field of curriculum reconstruction, particularly in some of the larger centers of population where extensive, intricate organizations have been devised for such work. Lay participation under such circumstances is defended under at least two principles, namely, that in the final analysis the schools really belong to the public which supports them, and with such support should go control; and that adults who have had ample opportunity to put their own schooling to a pragmatic test should give valuable assistance in curriculum reconstruction.

No means are at hand to measure the efficacy of such participation. Indeed, so far as the writer's knowledge goes, no attempt at such evaluation, if made, has ever been described. Assuming that such co-operation has even been devoid of professional value, it apparently can still be justified within the field of public relations. This is true because the general public does not understand modern education, yet it is dependent upon the public for support. Therefore, upon the general assumption that a completely advised public is a sympathetic public, its unofficial representatives well might be introduced into the inner councils of the local schools as an educative procedure. If this were done, what trends in thought would citizens reveal in regard to the position which the schools should take upon certain issues? We submit the following evidence in this connection.

Under the auspices of the School of Education, the University of Michigan, opportunity was recently given in various communities of the state to survey the opinions of lay groups upon a variant array of social questions which now bear upon the public schools. Although these

questions ranged over a variety of topics, we shall here confine our attention to the judgments rendered upon such socio-economic issues as were included among them. All told, the responses of 461 citizens who live in relatively small but highly industrialized communities were secured.

Ten Major Issues

Although the specific patterns of issues dealt with in the various communities were not identical, qualitatively they were the same. One pattern, which included ten major current issues, has been selected for discussion here.² Two hundred and four citizens judged these in the light of their importance to the public schools. They are as follows:

1. Mechanical inventions make possible increased time freed from the production of goods and services required for the maintenance of a given standard of living.

2. Society is today characterized by serious strains due to the failure of many of our institutional forms and practices to keep pace with the recent rapid rate of industrial change.

3. The increasing amount of specialization and division of processes has increased interdependence among individuals, communities, and nations, and is resulting in an increase of co-operative action.

4. The growing complexities of modern life are resulting in an increase of large-scale, long-time planning.

5. The machine age reduces the direct personal relationship between producer and consumer, and thus tends to increase our dependence on forms of social control.

6. With the increasing complexity of society, the source of control of a social agency tends to become more remote from its individual beneficiaries.

7. The intricacies of social relationships have resulted in the increased use of expert knowledge and trained leadership.

8. The growing recognition of individual differences is resulting in greater differentiation of the provisions made available to people in a democracy.

9. The dynamic character of industrial society, the diversity of cultural patterns in modern life, the wider diffusion of knowledge, and the rise of the scientific attitude are tending to weaken authoritarian and conventional controls over human conduct.

10. The development of social cleavages, both horizontal and vertical, is deepening the strains and tensions in American life.

How Opinion Divides

As previously stated, the opinions of 204 citizens were solicited upon these specific issues, with the request that they be judged in the light of their importance to

²Raleigh Schorling and Howard Y. McClusky, "An Opinionnaire on Current Socio-Economic Trends," *Social Trends and Curriculum Revision*, Education B195f, Monograph No. 1, School of Education, University of Michigan, p. 175. Based on Chapter I, *Thirteenth Yearbook*, Department of Superintendence, 1936.

the public school curriculum. Three alternative propositions were set up under each issue, or trend. Examination of the original returns upon this threefold basis of judgment revealed, of course, corresponding variations of opinion. These may be indicated as "right," "center," and "left," employing these well-known symbols, with present educational practice as a point of reference instead of the usual political implications.

Opinion was almost exactly mathematically divided upon the third issue, namely, that the "increasing amount of specialization and division of processes has increased interdependence among individuals, communities, and nations, and is resulting in an increase of co-operative action." Since this is the case, this issue will be dismissed from our discussion. What, then, is the rest of the picture?

The "Rightists"

Upon two issues only were plural opinions definitely "right" (No. 2 and No. 6). In regard to the former, 72 respondents (35.2 per cent) hold that "our social institutions such as the home, the school, and the government are essentially sound. Such problems as exist are due chiefly to a critical attitude and a lack of respect for these institutions. Education should concern itself more largely with teaching proper respect for our traditional social practices with a minimum of criticism. If this is done, most of our so-called social problems will disappear." However, the "leftists" run a close second (68 cases, 33.3 per cent) with their contention that education "should interpret society as it is, or even as it is to be, rather than as it was. If the gap is to be closed between our industrial life and our institutional forms and practices, carefully planned agencies must try to speed up the adoption by schools and colleges of those materials and methods clearly indicated by the changes in our economic and industrial life."

The second issue (No. 6) upon which there is plurality of "rightist" thinking has to do with the impersonalization and resultant mechanization of human relationships which result from the growing remoteness of control of social agencies; or, briefly, the growing centralization of such control. Here 112 persons (54.8 per cent) hold that the trend toward centralization of control "is advocated in the interest of efficiency, but it neglects the part which individual interest and responsibility play in developing democracy. Education should be particularly cautious about schemes designed to change this relationship of the

citizen to his government and to other social agencies. Pupils should be taught the value of carrying responsibility — and the control exercised by the ballot-box."

The "Centrists"

"Centrist" thought predominates upon three issues (No. 1, No. 4, No. 5). The first deals with the educational significance of leisure time which has increased through technological improvement. One hundred and eight (52.9 per cent) of our lay thinkers believe that education cannot be indifferent to the possibility that the age-long problem of economic scarcity can be solved. They subscribe to the view that the "schools should teach that power machinery under social control will be man's friend, not his enemy. Instead of merely preparing individuals to adjust to a 'leisure time' formed upon them by a national policy which lowers the standard of living in the midst of plenty, and which places a growing number on subsistence relief, education should give primary attention to the building of a co-operative functional society."

The second issue upon which the "centrists" are largely in agreement is basically related to long-time economic and social planning. Since, in their judgment, some form of planning is necessary, "educators interested in democracy and science should join with those groups which are striving to have this planning scientifically administered and democratically controlled."

The consistency thus far revealed in "centrist" thought — it may be characterized roughly as holding for co-operative social procedures — is maintained in its position upon the next issue (No. 5). It will be recalled that this is related to the increase in our dependence on forms of social control. Specifically stated, "Apart from collective action the individual can have no real control over many life conditions. For example, without public inspection people have no means of knowing the purity of their water and food supplies. During this critical period of transition the school should show the child how our intricate social life operates and the degree to which personal freedom and security depend on the maintenance of these positive social controls."

If we were to characterize the position of the "centrists" we would say, as before, that they are aware of basic social and economic trends and look to education to prepare the growing generation to proceed toward their solution under the general principle of co-operative effort for the good of all.

The "Leftists"

Here we leave both "right" and "center" for a look at "leftist" beliefs. Four issues are basic here. The first (No. 7) raises the question of the necessity of trained leadership as contrasted with the antics of "backslapping" politicians as a political policy; the second (No. 8), the differentiation of

provisions for people in a democracy through a growing recognition of individual differences; the third (No. 9), the place of authoritarian and conventional controls over human conduct in the present picture of a dynamic industrial society, the diversity of cultural patterns in modern life, the wider diffusion of knowledge, and the rise of the scientific attitude; and the fourth (No. 10), the deepening strains and stresses of American life which result from certain social cleavages.

One hundred and eight (52.9 per cent) of our respondents would radically depart from present practice and provide, through the schools, specific training for public service. Furthermore, they would bring the people to understand the modifications in government necessitated by the point of view that expert knowledge is needed in government service. Thus they break with the tradition that any American citizen is capable of holding any public office.

In close agreement with this point of view is plurality opinion on the question of adequate recognition of individual differences (No. 8). Here the concept of equality is not adhered to by 102 lay thinkers, just 50 per cent of the group with which we are dealing. They say that formerly education tended to effect a level of mediocrity, whereas "democracy needs all kinds of ability expressed in the widest variety of ways. Since differences among people are probably as significant as likenesses," education must push farther ahead into the realm of such differences if it would offer the best opportunity for each individual to reach his highest possible attainments. Leadership should emerge from such a formula.

When the issue of departure from authoritarian and conventional controls is raised, the voices of the "leftists" grow fewer but are dominant still. Thus only 82 (40.1 per cent) would depart from tradition and have the schools teach each individual to think for himself concerning customs, mores, and taboos. In this manner, so the "leftists" assert, should these sanctions be exposed to the test of reason. Therefore, education must emphasize the development of these new sanctions which are consistent with intelligence so as to develop ethical character strong enough to meet the tests of present social life.

In passing, we may note the fact that the "rightists" are closely second in numbers to the "leftists" on this issue but represent, of course, the diametrically opposite point of view; they contend that more attention "needs to be given to the inculcation of proper respect for established authorities."

Finally, plurality opinion indeed goes "left" on the issue whether the schools should take up the question of social cleavages which are so apparent along economic lines; in other words, whether the conflict between economic groups — labor and capital — should be openly dealt with in the classroom. Seventy-two (35.2 per cent)

of the 204 individuals whose thinking we are examining would have it so. Sixty-six others stand in the middle of the road, and 56 hold to the "right." Ten did not commit themselves. What would these 72 have the schools do? They subscribe to the following statement: "Slowly the consciousness grows in the minds of workers, both hand and brain, that they do not have an identity of interest with the dominant property class. As this struggle for power deepens, we shall probably witness a realignment of forces in American life. Education should not be indifferent to this clash of purposes and classes in contemporary American society. Neither should it attempt to remain neutral and stay outside the struggle. . . . For the immediate present the schools should seek through texts and courses to give a more adequate picture of what is involved in this struggle of economic groups. Those in charge of the administration of our schools should also seek to give fairer representation on the school boards to those economic groups which contribute the great majority of the children enrolled in the public school and who have such little voice in shaping present educational policies."

It is apparent that such views as we have just considered in connection with these last four issues, and perhaps in connection with certain others, are hardly in keeping with the contentions of some organized minorities with which we are all familiar.

If we may generalize from such a relatively small sampling of public opinion as these 204 citizens represent, we must conclude that those charged with the responsibilities of educational leadership have received a mandate for a courageous break with tradition in the public schools. This is true because our data are heavily weighted toward the "left" upon the issues raised. This conclusion is strengthened by the additional array of 257 opinions which we previously mentioned and which were submitted upon another pattern of qualitatively similar issues.

Some Conclusions

For curriculum reconstruction the implications of such lay opinions are clear. It is conceivable, for instance, that if these citizens were given a voice in curriculum readjustment they would advocate certain impressive departures in subject matter. Whether this would mean on the one hand, the scrapping of many familiar subjects and the substituting of new materials under a new terminology, or, on the other, the retention of familiar names but the reorganization of subject matter, is not clear. Such considerations as these are merely academic, however, in the face of the evident desire of these people for a curriculum which is close to modern social trends. At least they have put traditional subject matter and attitudes on the spot.

At the beginning we said something

(Concluded on page 96)

Why Be a School Teacher?

Emily Guiwits

Another vacation is over. From September to Thanksgiving, and from Thanksgiving to Christmas, school and college activities run along fairly smoothly. But with the first straight look toward the second semester, jokes are checked midway; unnatural seriousness follows brief laughter; young eyes and eyes not so young gaze at one questioningly, as if wondering whether he is to be the human instrument of their fate.

The dates for re-election of public-school superintendents and teaching staffs come first. In these treacherous times no schoolman or schoolwoman is safe. Unrest is in the air. The war spirit is abroad in the land. Too many small towns are divided into factions, and often manage somehow to make the school the center of the warfare. If the Smiths like Mr. Superintendent, then the Browns simply have got to kick him out. No matter how well he has managed school affairs; no matter how devoted the students are to him; no matter how much extra time he has given them, nor how much gas he used toting their teams around to this and that contest: "The Smiths are for him, and we're just not going to let them run this school!" So on election date Mr. Superintendent fails to be re-elected by, probably, one or two votes. Later, he may ask the Browns something like this:

"Have you any complaints about my work?"

"No, your work's all right."

"Will you give me a recommendation?"

"Sure! We'll give you a fine send-off."

"Then what's the matter? Have you any complaint about my personal conduct?"

"No, you're all right. *We just decided to make a change!*"

So the last two months of school are clouded by this thing that every schoolman dreads — failure to be re-elected. In twenty-four hours the news has traveled into every home. The seniors especially eye him curiously. What's he going to do? Will he let them down? Will he go through the commencement activities the same as if he were coming back? The merchants and the professional men are a shade less cordial. He's only marking time now: The school board kicked him out.

Mr. Superintendent begins to read the short news items most carefully. Often they carry notices of vacancies; other schoolmen have met with similar fate; a few are leaving for better jobs. More and more often he is out of town week-ends; no school board will consider even a primary teacher without a personal interview. He spends time and gas traveling here and there, talking with this board and that one. Always comes the dreaded question: "Are you re-elected for next year?" No matter how long he has stayed in his job; no

matter how widely his town's scrappy tendency is known — "Are you re-elected for next year?"

The Scramble for a Job

A little later Mr. Superintendent grows panicky. Probably the town has few rental houses fit to live in; at first veiled questions are asked: "I suppose you'll be moving right after commencement?" Next, his landlord asks this question with more emphasis. And the day his successor is elected, the chance is that he will rent that one half-way respectable house and will want to move and get settled before summer school begins.

So Mr. Superintendent becomes more panicky than ever. What can he do with his family and his furniture if he fails to land a job before commencement? He writes to his former college placement bureau; he joins teachers' agencies; he becomes nervous and jumpy; the Browns don't fail to note this, and say to an inquiring board man from another town, "Yes, he used to be genial, but he's got awfully crabbed this year!"

Time goes on. In every town where he has applied he has found twenty other applicants. These men begin to hate the sight of each other. One job, and twenty applicants: Who will win? And they all know that there's a 50-per-cent chance that the board will ignore them all and steal a man who is re-elected somewhere, and not asking for the job.

May arrives, with all the precommencement duties. Mr. Superintendent begins to wonder about storage of furniture, and whether his wife and the children can't spend a month or two with the home folks on the farm. He himself takes inventory and tries to figure out why he ever wanted to be a schoolman, and what he can do if he leaves schoolwork now. If middle-aged, his case is desperate. He is the product of a teachers' college. He has no sidelines. The school boards are hiring younger men. He was urged to work out his Master's Degree in Education: what is it doing for him now? A Master's Degree in Education is taken as a matter of course these days; even the smaller schools demand it. So after four summer sessions, and much money spent for travel and postage, and this and that, he was granted the degree. He wishes fervently that he had taken his major work in a line that could be sold in a commercial market. A master's degree in chemistry, for example, would help him into a job in industrial chemistry; a master's in mathematics — there's always somebody wanting a man trained in higher accounting. A master's in agriculture — there are ways without number of applying that training. Even with an undergraduate major in manual arts, if he really knows his stuff there are furniture factories

and allied industries that could use him. But his time has been spent in the teachers' college. He has the label, and nobody is interested.

The Oversupply of Teachers

What is the reason for this condition? The ultimate reason is an oversupply of teachers, young and old, men and women. Some may insist that there are none too many good teachers, and this is true. Why, then, do the teachers' colleges jam these youngsters in, bully them in, with no attempt to discover in the beginning whether they are likely to be good teachers when they have finished, or merely the eight out of any given ten who have gone through the motions, who have the label, and who must be located in jobs by any means whatsoever — pull, church, fraternity affiliation, no matter what, just so they can be counted as so many seniors located from the class of 1936. Seniors from the teachers' colleges; no senior from other colleges, even with the legal number of hours in Education, is given much aid in securing a position.

It is a tragedy — no less, this oversupply of applicants for every teaching job that falls open. Everything is valued according to the law of supply and demand: If the streets were littered with diamonds, drivers would howl that the things were cutting their tires. During war time and for several years thereafter teachers were hard to find. School boards were panicky then. "Never mind about her certificate — we'll see that she gets one!" Somebody had to go through the motions of teaching school. Then our national tendency to go to extremes manifested itself, and far too many rushed into preparation for teaching. The teachers' colleges saw their chance; and before the public realized what had happened, a strong accrediting body had a stranglehold and demanded this and that course in education before a teacher's certificate would be granted. These requirements have become more and more drastic. The teachers' colleges have practically swallowed the liberal-arts colleges and all other colleges. A man with a master's degree in chemistry cannot get a certificate to teach that subject in a four-teacher high school, unless he has taken the demanded hours in Education.

There is trouble enough these days for any schoolman of any age, but it approximates tragedy for the men approaching 45 years. The older man's mind is getting stiff. He knows that he's at the top of his pedagogical slide and beginning to go down. He's in a rut. The rut will soon be a hole. He makes a few spasmodic efforts to get into this or that business, but few industries want to take him on and retrain him; he's too likely to remain the inflexible pedagogue to the end.

The Graduate's Problem

The problem of the older man is only half the problem. The other half is centered on the army of seniors who expect to find teaching jobs for the next year. A young man who is strong in athletics, or who can train a high-school band or orchestra, has the best chance. But even then, very often teaching experience is demanded, and few are willing to help a beginner to get his experience. Many of these seniors, both young men and young women, have been partly or wholly self-supporting. Four long years—often five years; few realize what a self-supporting student goes through in the way of overwork, and too little sleep, and often insufficient food; with neither time nor money for a bit of recreation now and then; always rushing, rushing between the library and the classroom and the job; young women especially dreading each change of season with its need for clothes. Then with spring of the senior year comes the added worry of landing that job she has prepared for so painfully. New difficulties face her now. It costs money to make these require^d personal applications, and it takes time. Her employer begins to show impatience when she has asked for time off on half a dozen days. She skimps on food and saves each dime possible to squeeze loose change for bus or train fare, for a job she must have. But for too many, commencement comes with that job still elusive. Her employer may let her stay on for part-time work, but the chance is that she will go home, when personal application becomes still more difficult to make. Now and then someone signs a contract; from

that day the worry lines are etched still deeper in the faces of those still unemployed.

What will become of the left-overs? Judging from the past few years, a number will teach in rural schools where they will be dissatisfied and none too successful; no one does superior work when he or she is misplaced. Others will get jobs as salespeople; still other young women in desperation will hire out as maids in homes, usually in towns where they are unknown. Too many will marry mainly for a home. It's all too bad—too bad.

What is the answer today? Somebody please tell! The answer after, say, four years might be more satisfactory if each person will consider himself a committee of one to urge each college freshman to take at least one subject that can be sold in a commercial market. Then, later, some gentle urge should be applied to impel the non-teacher types toward those other occupations where they really belong. If half as clever tactics were employed as those used to bring about this deplorable condition, four years would show distinct relief.

Guidance Needed

Vocational guidance, worthy the name, is the one thing most needed for youth today. But how can this be assured? There's danger that it will settle into merely one more faculty job. A person can't advise youth unless he or she has developed, first of all, intuition; then that person must know what special occupation seems indicated by each mental make-up. First, of course, is the need to win the youngster's confidence. If Senior Susie insists that she wants to teach, find out why: Is it because

she wants a teacher's salary so she can buy lovely clothes? Or has she a "crush" on one of her teachers, which makes her want to imitate her even in her profession? Here and there is one who should be encouraged to train for that work. But even then, certain temperaments should specialize in kindergarten-primary teaching, while others should center on work with high-school age. Even the wisest counselor will make mistakes; she sees each youngster only for short interviews, and the youngsters can't tell her the truth, for they don't understand themselves. But a great deal of good could be done, at that. Other avenues of occupation which they scarcely know exist could be opened to their view. To prepare such a list, and to dig up living examples of success in each, is no small task. Facts in the abstract seldom appeal to high-school age. But couple these facts with an attractive personality, and it's different—very different indeed. Then the instinct of imitation gets into operation, and the young person is impressed.

To go back, and to sum up: All of us can say a word now and then to a high-school senior. And we can say another word to a schoolman, maybe going strong today; but the time will come shortly when he will be less young and less desirable in the eyes of employers. We can beg him to get out while he still has the energy and alertness to establish himself in some other work where he will not be counted a has-been at fifty years of age. We can ask the still older ones, *What next?* Perhaps we can help them find a parachute which will enable them to land still intact. Anyway, from plain humanitarian principles, it's worth trying.

Adult Civic Education and the Future of Democracy

Walter G. O'Donnell

(Concluded from February)

Democracy has its social values. Real culture and civilization can flourish only in an atmosphere of freedom of thought, freedom in the search for truth, freedom of speech, freedom of the press, freedom of assembly, and freedom of worship. Any sensible individual will prefer liberty to arbitrary restraint, but occasionally a whole people is overwhelmed with a sense of futility that leads to an abandonment of democratic institutions. Growing weary of the burdensome and exacting tasks of self-government, they allow their dereliction to seek a face-saving excuse in the condemnation of the agencies they are supposed to operate. Losing self-reliance and despairing of finding a way out of social difficulties through their own co-operative efforts, these peoples seek compensation for their shortcomings in the illusions of mob ec-

stasy. From mob rule it is but a step to various forms of dictatorship, and when people lose their rational balance and common sense it is not long before human liberties are sacrificed to the totalitarian state.

Indeed democracy is the most perishable of all forms of government. It has its values. It also has its price. That price must be paid in terms of intelligent participation of a substantial majority of the citizens of a state in the democratic processes of social control. The democratic theory of the state assumes that the common man has the ability, or potentiality, for making a rational selection of the best men and the best general public policies for the governance of the state. The fortunes of democracy rise, or fall, with the ability of the common man. Most of us are common

men. It is altogether too easy for most of us to convince ourselves that we have already attained sufficiently high standards of intelligent citizenship. It is easy to reach pleasant conclusions. But an objective observation of the condition of politics in almost any community will disclose irrefutable evidence of the fact that we are just trying to fool ourselves. The shortcomings of citizenship are obvious. In fact, the feeling of self-satisfaction that blinds us to our own defects is one indication of our civic failure, for an alert citizenry is never satisfied. Civic lethargy is widespread these days, sometimes taking the form of a pessimistic attitude toward all things political, while in other cases it tries to find its excuse in a superior attitude of aloofness from the "dirty business" of politics. In a democracy, government

is the business of the people, and it takes on their complexion.

Democracy and Independent Thought

Democracy is not a self-supporting form of government set in perpetual motion by a few historical events inspired by liberal impulses. Rather, it is a perishable form of government requiring constant care and attention from those in whose interest it is instituted. It requires for its effective operation a high degree of civic intelligence generously diffused among a people fully aware of the important responsibilities of democratic citizenship. This prerequisite of civic intelligence as the product of a systematic study of public questions combined with interested participation in the affairs of the community.

The prevalence of a bad combination of blind partisanship and widespread ignorance, indifference, and inactivity, makes small measure of self-government. Even those who make an honest effort to do a little thinking on matters of public concern, and go through the motions of casting a ballot from time to time, are generally immersed in a fog of bewilderment. Buffeted about between the conflicting bombardments of competing high-pressure propaganda groups, these well-intentioned citizens frequently tire of the effort of independent thought and take the easy way out: They join the crowd and surrender their rational processes to some political Messiah who offers to do their thinking for them and promises everything under the sun to those who swallow the particular brand of patent medicine he happens to be peddling. The black magic of economic panacea exerts a powerful attraction upon the untrained mind, for it offers a convenient escape from the effort involved in thinking. Once converted to a cut-and-dried program of Utopia, the crowd stands ready to stampede under the least emotional excitement, their fanaticism easily aroused by the high-flown and far-fetched phrases of blood and thunder. The susceptibility of our people to this type of mob hysteria is one of the most serious threats to democratic institutions.

We See Our Side

Others among us are inclined to snap judgments tinged with prejudice and generally inspired by self-interest. These "opinions," supported by thin shreds of evidence, are held with all the tenacity of eternal conviction. Those who hold a contrary view are either "ignorant or unpatriotic." Of course, we see both sides of the question: We see our side; we also see the wrong side. Too bad everyone can't see things our way! This cocksure attitude on public questions usually develops into a type of political intolerance that breeds intemperate language and leads to political methods not at all conducive to a sane and orderly discussion of public issues. The spread of political intolerance disturbs the basic social cohesion of the nation and prepares the way for the imposition of arbitrary rule. These observations point

to a few of the many shortcomings of American citizenship that jeopardize the future of democracy in this country.

True, the difficulties of modern democratic citizenship are greater than ever before in history. The swift pace of progress, already alluded to, with its rapid changes in all phases of social life, makes it increasingly difficult for the individual to adjust himself to new conditions. The group faces these same difficulties of frequent readjustment to rapid changes. When we consider the functions performed by government a few decades ago, we are impressed with the simplicity of the problems of the past. But the complex problems that demand solution in modern economic society are not easily understood. Remedies for our social ills are not always at hand. Usually these problems have to be worked out by experimental methods. There is no perfect formula available. Serious thinking among the people is required. The growth of economic pressure groups, contending for the mastery of public opinion, introduces an element of confusion into the public scene, and the growing concentration of control over the press, the radio, and other agencies engaged in molding public opinion leaves the ordinary citizen helpless and rather bewildered. Lacking institutions for systematized civic training in adult years, it is no wonder that the common man drifts through public life in a daze. With present trends continuing the tasks of democratic citizenship are bound to become more difficult. Does this mean that democracy is doomed? Does it mean that the common man will never measure up to the requirements of democratic government? Your answer to those questions depends upon whether you have faith in human nature; it depends upon whether you have faith in the ordinary run of human beings; it depends upon whether you have faith in the possibilities of a democratic system of education; it depends upon whether you believe that government, culture, and civilization are co-operative enterprises in which the reasoned judgment of the many is more reliable than the arbitrary will of the few. Present conditions would lead to despair and that sense of social futility that ushers in dictatorship, if we did not retain our belief in the adaptive powers of human nature under the guidance of adequate educational institutions. Democracy, facing its greatest crisis, must look to education for its defense.

Types of Adult Education

Unless democratic citizenship is institutionalized to provide new opportunities for systematized civic activity and adult education, the gradual degeneration of popular government, overcome by its accumulated

A WELL-ORGANIZED LIBRARY

Nothing is more satisfying than to see large groups of pupils at work in a well-organized library. One gets the impression that something worth while is going on. It is an impression of interest and industry working one with the other.

Thomas P. Portwood, Assistant Superintendent, San Antonio, Texas.

problems, will force us to the dread alternatives of autocratic Fascism or Communism. The choice is between education and chaos. Society under present arrangements does not, and cannot, provide the type of citizenship that might solve its social problems by the democratic methods of discussion. Government by consent is a delusion when consent is not the result of deliberate and intelligent judgment. Archaic notions of citizenship, carried over from the days of a simpler economy, will have to be thrown into the discard. Literacy, a rudimentary study of civics, or an elementary course in government are no longer sufficient to equip men and women for the effective performance of their civic duties under modern conditions. New standards and new techniques of adult civic education must be supplied by our educational leaders and converted into constructive educational achievement by the American school Boards. New departures are in order, and the conception of education as a life process, rather than mere infant training, stands at the source of all these changes. It is the increasing difficulty of modern social problems that necessitates the systematization of adult civic education. Continuous study of social problems under a system of expert supervision integrated with established educational systems is the only substantial answer to the question of how to solve the problems and save the institutions of Democracy in America.

This institutionalization of American citizenship means the establishment of primary groups composed of citizens in the various neighborhoods or school districts of the community. Our school systems already have the basic equipment for this educational service. There is no reason for closing our school buildings in the evening, when thousands of adults in every community are desirous of further civic education and cultural activity. Of course, considerable remodeling and a new type of interior architectural arrangement will be necessary to make our school buildings adaptable to adult civic education, but these minor obstacles, like financial considerations, will not stand in the way of this movement when the people come to realize its social significance. While other organizations have contributed with commendable zeal to the furtherance of adult education, this function properly belongs with established educational systems. The American school board must shoulder the major portion of responsibility in this worthy movement in order to attain a substantial measure of success. This grave issue commends itself to the earnest consideration of every member of a school board who takes his public duty seriously. It means the revival of the traditional Town Meeting of earlier days, adapted to the conditions of modern social life, both urban and rural. It means the extension of the open-forum movement under public auspices. This is the American way of government. It is the democratic way. The problem is there. Will the American school board rise to the occasion?

Dealing With Differences in Ability

George R. Johnson*

Dealing with differences in mental ability is primarily a problem of teaching. School administration is concerned with it only to the extent of creating a proper atmosphere and providing necessary service. School administrators err fundamentally in trying to solve this problem by organizing the pupils into so-called homogeneous groups on the basis of mental measurements. Any administrator who does this says by actions, which speak louder than words, that he has usurped from the teacher the function of dealing with individual differences, that he has grouped children for instruction in a way that eliminates or minimizes differences, and that the teachers are expected to teach all members of a group according to predetermined standards.

Those who group their pupils into slow, medium, and fast learning classes, advocate generally a uniformity in curriculum requirements. Time becomes the variable to offset difference in ability. A slow group is expected to perform the same work as a fast group by giving the children more time. Those who divide the children into dull, medium, and bright groups, usually advocate differentiation in the curriculum. The content of the curriculum becomes in this way the variable to offset difference in ability. Bright groups are expected to do more work in each grade or each subject than the dull groups, and consequently they will have an enriched curriculum while the dull are pursuing a simple course. Particularly in the field of secondary education, many have concluded that administrators can solve the problem by increasing the number of electives. They would have a child who is a slow learner in mathematics forego that subject entirely and take a course in something else, perhaps manual arts.

Modifying courses, however, is not really an adequate or logical solution. Why compel any child to take manual arts because he is a poor speller, or government because he is slow at figures, or typewriting because he finds it difficult to understand history? If we take spelling for illustration, it should be clear that every literate person needs to learn to spell; but it is not necessary that every person learn exactly the same words or learn them at the same time or at the same rate. Each individual should be allowed to learn to spell the words that constitute his usable vocabulary in written expression. When any pupil learns to spell the words he needs as rapidly as his capacity permits, he should be construed by the school as pursuing the subject successfully, regardless of any fixed grade standards. Administrators can deal with mental differences most effectively by

granting teachers the right to vary their standards according to need.

Variation of standards does not imply lowering of standards. It means raising them for the bright as well as lowering them for the dull. Since many pupils would require higher standards, it is mathematically evident that the average attainment in a school might be raised by individual variation even while lowering the requirements for a backward few.

Leadership of Bright Children

Why should the child of superior endowment be marked a success merely because he passes through these courses at a standard of achievement fixed by mediocrity? Why not let the teacher vary the load for each pupil according to individual capacity and judge the results by standards suited to each individual? Variation of standards and requirements is the only possible way to give assurance of individual adaptation. Slow and fast groups, dull and bright groups, academic and industrial groups, are nothing but administrative devices which offer no assurance that the kinds of adjustment which each child needs in his daily work will be made.

Segregating the bright pupils to educate them for leadership violates the principles of sound pedagogy and the science of psychology. How can young people learn to be leaders when they are deprived of opportunity to practice leadership? Grouped together in a separate school they can study leadership only on a purely theoretical basis. They might as well try to learn swimming without a swimming pool.

The science of pedagogy has committed itself to the laboratory method in practically every science excepting social

science. Why not train leaders in a typical social group where they acquire by association some understanding of followers and some experience in gaining respect among those with whom they will exercise leadership? To keep prospective leaders and followers separated for educational purposes during their formative years is only to accentuate feelings of class distinction and animosities, with which our democratic society is becoming too much afflicted already.

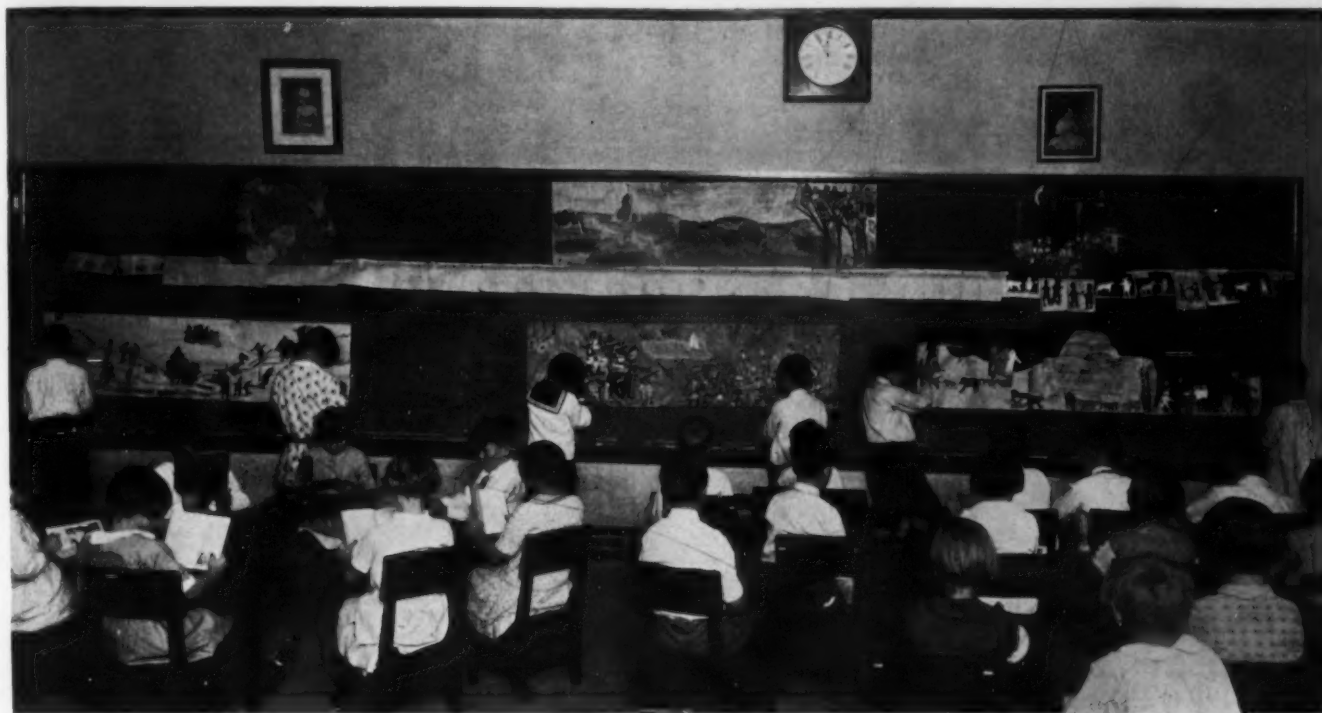
The most logical consequence of placing bright pupils in a school by themselves is to cultivate in them an exaggerated egoism. Even granting that in segregated groups such pupils might translate more Latin or perform more laboratory experiments in science, which is doubtful, what contribution will their increased study make to leadership? What the more brilliant children in a school system should have in order to prepare them for leadership is not segregation but responsibility. They need to be placed in positions which challenge their capabilities fully, positions which require them to discharge their obligations in the true spirit of actual social leadership. Teachers of mixed groups can deal with bright pupils in this manner if only they and their supervisors can be permitted to interrupt the curriculum as flexible, the standards as elastic, and the assignments as subject to control.

On the other hand, to place slow learners in separate groups and compel them to study a different curriculum, is to deny them the right to a most fundamental social heritage. To separate them for mere instructional convenience, even though giving them the same curriculum offered to the bright, is to stigmatize them before



A Seventh-Grade Class in St. Louis developing Social Relations Charts.

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A Second-Grade Class in St. Louis engaged in socialized study activities.

their associates. By whatever name a slow group is known, it never fails to embarrass and humiliate the pupils who are assigned to it, thereby emphasizing in them a feeling of inferiority and tending to undermine the mental health of the more sensitive. Even if it be true, which is doubtful, that measurable results in education can be augmented through a process of ability grouping, such results cannot possibly offset the evil effects produced in the larger realm of living — mental health, personality, and human relationships.

Respecting Personalities

The needed educational treatment of individual differences consists fundamentally in respecting the personality of each individual pupil. Teachers can do this intelligently when they have adequate knowledge of the interests, aptitudes, and various personal qualities of their pupils, when they have the freedom to vary their teaching in accordance with needs, when they have assurance that the results of their teaching will be judged by its individual fitness.

In accordance with these principles, the St. Louis public school system is endeavoring to deal with individual differences. It uses mental measurements for guidance in teaching, but not for purposes of grouping children. It provides a quarterly promotion plan whereby principals reclassify pupils at the end of ten weeks. It provides a curriculum that is elastic, and prescribes no fixed standards for promotion below the high-school grades. It encourages teachers to make a continuous and conscious effort to adapt the work of the school to the needs of each child, thereby rendering individual promotions possible and practicable at all times. It brings together in the

same class children who are scheduled to participate in the same activities even though their intelligence quotients differ widely. The only exception is in the assignment of feeble-minded children to special classes on the basis of mental tests prescribed by state-wide regulations governing the granting of a subsidy.

A number of the school principals have experimented with plans of grouping children within a grade quarter according to mental abilities. Such grouping, however, does not displace the grade-quarter classification, and does not constitute the prevailing plan of administration. The regular procedure is to keep all children, excepting the feeble-minded, in normal groups with wide ranges of ability within the same grade quarter and to assist the teachers in giving them such instruction as their individual abilities require. The philosophy underlying this effort implies definitely that personalities are individual rather than homogeneous, the teaching is concerned with the ultimate development of the whole child rather than the immediate mastery of a fact or a skill, and that education has to be more or less unique for each child.

BILL FOR FEDERAL AID INTRODUCED

The Ryan-Lundeen Bill for federal aid to the states in the operation of public schools was introduced on January 18, in the House of Representatives, and referred to the Committee on Education, which has before it the Harrison-Fletcher Bill, sponsored by the National Education Association.

The Ryan-Lundeen Bill proposes to supply the states with \$25 per year for all children attending school 160 days. For schools having less than 160 days' attendance, a proportionate amount is to be provided on the basis of the aggregate number of days that school was held. The funds are to be handed to the states without discrimination and are to be used for maintenance and operation

only, including salaries of teachers and of other employees under the control of the local school boards.

The United States Commissioner of Education is to be authorized to prescribe rules and regulations for carrying out the provisions of the act and the Federal Government is specifically forbidden to participate in the selection of teachers, the making of curriculums, or other interference with the local administration of school affairs.

The law is to provide no penalties for falsification of reports, but the general laws applying to fraud are to be made applicable to any misuse of the law.

The bill includes no provisions for aid to the states in proportion to ability and effort to maintain schools.

AN ALL-CITY SCHOOL COUNCIL

The school authorities of Kalamazoo, Mich., formed during the past year a so-called all-city school council, an organization composed of the presidents of student councils and captains of traffic squads from the various public schools.

The membership of the council consists of twenty-one boys and girls ranging in age from eleven to eighteen, and in grade placement from the sixth to the twelfth. It has for its purpose the consideration of such problems as the promotion of safety, reduction of accidents, respect for property, and the fostering of better school and community citizenship.

In a report made to the board of education, Superintendent Harold C. Hunt points out that the plan has proved a success. The exchange of pupil opinion has proved highly interesting and a major factor in better pupil and administrative relationships. The council representatives are charged with the responsibility of reporting to their buildings the action and recommendations of the group.

"The initiation of this activity," says Superintendent Hunt, "is in keeping with the educational thought that recognized the value of the pupil viewpoint and the possibility of his contribution to the solution of school problems."

RULES AND REGULATIONS

♦ The school board of Milton, Mass., has ruled that the superintendent shall be excluded from all executive sessions of that body, unless especially invited to attend.

Wherein the School, the Home, and the Law, Get Together

Brooke W. Hills

NEW DOCTRINE FOR MONROE—XXVI

I

A little while ago, in the most unequivocal terms at our command, we stated that Mr. William Dobson, professional purveyor of textbooks and ultraprofessional adjuster of vexatious troubles affecting the educational interests of his state, was in a very disturbed frame of mind. We submit this as a very conservative statement; the phrase is our's, not his. Were we disposed to speak less academically, we might very reasonably advance the assertion that Mr. Dobson was in that interesting condition commonly known as "fit to be tied."

Nor was this annoying mental irregularity improved to any great extent as the miles flew past under his well-traveled sedan. The more he considered the contents of the handbill, as issued by the foes of Smith B. Hamilton and exhibited to him by young Mr. Billy Esmay, Jr., the madder he grew.

And justly so, reflected the gentleman. Bad enough, this attack on Hamilton and the present members of the Monroe board; here was something which he, as a close friend, resented, and in due time would most certainly assist in correcting. But ever before him, almost dancing up and down in the sweeping rays of his headlights, there loomed that one personal statement, that indubitable affront aimed at the dignity of bookdom in general and himself in particular—the plank in the platform proposed by Short and Company, advocating the exclusion from the halls and rooms of Monroe High School of "those undesirable friends and acquaintances of the present administration." . . . Whew! A startled farmer, jogging leisurely his homeward course, later told a tale of being chased halfway into a rail fence by what must a'bin a comet on wheels, it was 'goin so fast.

Enough. We think we have made it perfectly clear that Mr. Dobson was riled to the depths. He was. Just that. And, as we have indicated many times already, there might easily be found a large number of much more peaceful neighbors than that including Mr. William Dobson when he went forth on the war-path.

"Undesirable friends and acquaintances" . . .

Wow! Mr. Dobson stamped on the accelerator, and careened crazily around the next corner.

II

Monroe is a suburb of a large city; and like similar towns, in ambitious moments Monroe points out that it is in turn surrounded by its own suburbs. Small places, now; a crossroad here, there a cluster of the original farmhouses intermingled with a crop of hideously ornate filling stations and eating emporiums—a merciless wearing out of the old as the city sprawls its way, following the line of the broad highways which lead to the inevitable subdivisions and the forty-five minutes by bus or trolley. . . . There are places yet untouched; hamlets, where the trees which once cast shadows in leisurely dusty roads, now meet above concrete avenues stretching across the state. Hamlets, still, whose inhabitants cling to the homesteads of their fathers' fathers; that sturdy stock which welcomes the newfangled contraptions brought by mail-order catalog or house-to-house canvasser, yet almost guilty of conscience as it lays away the old and admits the ease of modern convenience—edges of the outside rim, surely though imperceptibly melting into the city's cup. . . . At times we wonder if these folk *are* really better off; if there should not be some sanctuaries, at least, for those who know and wish only to know the dear tranquillity of quiet, uneventful days. We do not remember where we first heard this expression nor whose it was, but we know what he meant . . . and some times we wonder. . . .

Lutherville lies out beyond Monroe, and Lutherville is still one

of these untouched hamlets; and but a short piece down the road, as anyone living there would tell you, is the home of Mr. Manley Anderson. And if you were not in too great a hurry, this anyone might tell you that Mr. Manley Anderson, in addition to being a highly successful farmer, was by way of being, a good, square man—a popular opinion which found its reflection in his long term of service as president of the Lutherville school board, and his equally long tenure as village judge.

It will be recalled that this gentleman figured in these records some time before this. It may also be recalled that Mr. Anderson had formed the definite opinion that this young Smith B. Hamilton was doing a very decent piece of work at Monroe. It is true enough that he had no sure way of judging Hamilton's ability as a superintendent, but a great many times enthusiastic accounts of the new order of things in Monroe High School had reached his ears, coming not only from his own son but nearly as often from his neighbor's children; and having met and talked with Hamilton at the school-board dinner the previous fall, he saw no reason to disagree with their judgment. Mr. Anderson was just human enough to enjoy this new-found freedom from those former tales of woe, which, until the coming of Hamilton, had been of almost daily occurrence. Fair enough; after all, even though a man may be a school-board member, he *is* entitled to a little piece of mind!

Consequently, this good man was more than slightly annoyed when his son came rushing into the house, thrust this latest handbill into his surprised hand, and then, to quote the words of the startled Mrs. Anderson, had proceeded to "carry on like a wild Indian." The fact that similar celebrations were going on at the same time in 75 per cent of the other homes in and around Monroe—thanks to the thoughtful engineering of Mr. Peter Barron—would have made little difference in the minds of the adult members of the Anderson family, even if they had known this interesting coincidence. Just then their entire attention was centered in the wild gyrations of their own ordinarily well-behaved candidate for a high-school diploma. And no wonder; though an amateur in the art of causing unbounded astonishment in the minds of a mother and father, young Mr. Anderson managed to provide an extemporaneous act calculated to wring envy from the most hardened expert in juvenile delinquency.

As soon as the elder Anderson had caught his breath, following the first warming-up exercises,

"Here, you; stop it! What on earth is the matter with you?"

He was rewarded by a shuddering moan, a glassy stare, and an eventual near shriek,

"That!" Accompanied by a wild waving of arms.

"What?" hastily queried his father, observing with great alarm these preparations for an encore.

"What you got in your hand!"

"*What* have I got in my hand?" inquired the bewildered Mr. Anderson.

"He must mean that piece of paper," hazarded Mrs. Anderson. "Don't you, dearie?" in a valiant attempt to restore a semblance of peace. "Don't you want to lie down for a while?"

"Yes I do! No I don't!" shouted "dearie," trying to answer two questions at the same time.

"Well, what *do* you want?" demanded Anderson, Senior.

"I want to poke about six big guys in the nose!" was the enlightening answer.

"Why, *dearie!*" from his shocked mother.

How much longer this demonstration of the truth of the prophecy that "There would be a lot of hollering and running up and down stairs when the high-school kids get home tonight" might have continued, is a question which will never be answered. For just as the senior Anderson, who had recovered his wits to some

extent, was preparing to introduce a new specialty all his own into this peaceful household, there was a sudden interruption in the form of a prolonged knocking at the front door.

"Wonder who *that* is, now?" speculated Mrs. Anderson in the sudden hush.

"Probably a policeman sent by the neighbors who're scared to come over and stop the riot, themselves," grimly observed her husband.

"It *is* a policeman!" whispered Mrs. Anderson in awed tones as she returned from a preliminary trip of exploration down the front hall. "I could see him just as plain as anything through the window curtain. He's got a great big man with him, too!"

"What did I tell you!" And the elder Anderson, amazed beyond words to find an airy hypothesis instantly become a stern reality, bounded from his chair. "What did I tell you?"

"Trot 'em in!" stoutly barked his son. "The bigger they are the harder they fall." Reaching for the iron poker in the fireplace, "I'll fix 'em!"

"Put that down! If there's any fixing to be done, I'll tend to it, myself." It was the voice of authority now speaking, the voice of a man perfectly willing to take the stand that his own house is his castle. "Come in and be quick about it!" He threw open the front door with a resounding crash. "Come in, I tell you!"

"I'm a'comin', Mr. Anderson, just as quick as I can get this feller in through the door." With a look that seemed to measure the width of the entrance in terms of his companion, "He's most awful fat." Plaintively, "I can't figger out whether to push or to pull." A final jerk. "There, by gosh, we made it!" His half apologetic, half explanatory tone changed to one of pleased triumph, as if he expected a wave of applause at his signal achievement.

"May be fat around the waist, but I'd rather have it there than around my head!" sullenly retorted the stranger.

"I must remind you that what you're a'saying is a'go'in' to make it just that much harder for you at the trial," impressively warned the representative of law and order. Severely, "Take off your hat; can't you see you're in the presence of the judge?"

"Take off your own before I knock it off in the presence of the judge!" was the belligerent answer. As the huge bulk moved nearer with incredible celerity, further complications suddenly arose in sounds of the most terrific delight, emanating from young Mr. Anderson at this wholly unexpected brightening-up of an other wise drab day.

"You go out to the kitchen," ordered his father. With much reluctance the command was obeyed, a reluctance which disappeared when the boy noticed that his mother had thoughtfully forgotten to close the door.

Following the ejection of the leading man in Act One of this rural drama, and returning to the real business of the occasion,

"What's the charge, officer?"

"Speedin' a mile a minute; endangerin' the lives of anybody who mighta wanted to cross the road just then, even though I don't say they did; usin' violent and abusive language to a traffic constable; offerin' to resist the authority of the law; and, and . . . and a very dangerous character."

"And aside from these slight derelictions a very fine fellow!" was the sarcastic rejoinder of the dangerous character.

"That'll do, and that goes for both of you!" commanded the ruffled Mr. Anderson. The next instant, "Quit that shoving!" a direction prompted, no doubt, by the laudable attempts of each to imitate an irritated Rocky Mountain goat. In the comparative peace which ensued, "What's your name?"

"William Dobson," was the unabashed reply. . . . Yes, it was he. . . .

"They call fellers like you by numbers instead of names, up at the big house!" commented Lutherville's one-man police force. And as the enraged Bill, turned on his captor,

"Here, stop it!" from the presiding jurist. "Try to remember you're gentlemen."

"He means *me* by that remark," explained Mr. Dobson.

"Ha, ha, ha! *That's* a good one!" in admiring accents from the kitchen.

"Why, *dearie!*"

"Stop dearieing that young one and see of you can't keep him quiet." And as Mrs. Anderson, with a reproachful glance at her husband, moved forward to comply, he continued, "As soon as I can hear myself think and get this case out of the way, I'll tend to him, myself." With much exasperation, "I can't imagine *what's* got into that boy; he's been raising the Old Ned since he came home from school."

"That so?" eagerly inquired the local agent of the authority of the law. "I got a pretty tough case up at the house, myself. I never *seen* a boy cuttin' up the way my Tom did the second he hopped off the bus. The Missus and I couldn't do nothing with him, he acted so; and I was just going' to trim off some of the rough edges, when along comes this feller, lickety-split fer election; an' so I had to knock off on my Tom, seein' this new customer was needin' attention, and."

"Do you suppose it's something they ate at school today? comin' out in them?" inquired Mrs. Anderson.

"Excuse me, everybody!" interrupted Mr. Dobson, and turning to his adversary. "May I ask if your Tom has been showing signs of wanting to run away from home?"

"No; I can't say he has. Folks say he is just like me, and."

"How unfortunate!" observed Mr. Dobson in lugubrious tones. "He must have heard what they said, and it drove him crazy, of course! Don't worry, officer; it isn't anything he ate." (I'll get socked about five more for *that* crack, thought Bill; but it's worth it!)

Came a quick and unexpected retort through the open kitchen door,

"It'd make *you* crazy, and no kidding either, if you thought that Monroe gang is going to put out Mr. Hamilton and bring old Jack Tyrone back again! I won't go back to school, never; and that's what all the kids say, and we *mean* it, and."

"Wait a second; wait a second!" interrupted the harassed Mr. Anderson. "What are you talking about *now*? Who says they're going to put out Mr. Hamilton? What do you mean by such a foolish story?"

"It's right there in your hand, just like I've been telling you; there!" And once more the late occupant of the kitchen pointed at the platform of Messrs. Short and Company which had caused all this commotion.

"Why, that looks like what *my* young one was yellin' about," exclaimed the proprietor of "My Tom," and reaching for his own pocket. "I was aimin' to read it, just as quick as I could get this feller off my hands." And he nodded at Mr. Dobson, neglected for the moment.

"My gosh, boys!" In his excitement, Bill fairly stuttered. "Why, I got one of those things, too!" Forgetting all the circumstances which had brought him into this company, "Here's mine!"

He waved the crumpled sheet before them, and then, "Men," said Mr. Dobson slowly and very impressively, and drawing himself up with all the dignity befitting a man of his standing in the councils of the state; "Men, I am well acquainted with the details of this affair; and if I should tell you what I think of this utterly contemptible, vile, lying, outrageous, unprincipled, diabolical example of unbelievable cussedness as demonstrated in this circular, I would" . . . here Mr. Dobson fumbled an instant in his meticulous care to use only the correct expression . . . "Men, I would certainly deserve to be arrested. Yes, sir; that's just exactly what I would deserve."

Mr. Dobson's posture, his chin sunk in his collar, one hand thrust in the bosom of his coat, the other supporting his not inconsiderable weight on the Anderson living-room table, might have led a cynical observer to suspect that he had lately been giving a good deal of study to a fascinating illustration of Daniel Webster in the act of making reply to Hayne; or still more cynically that Mr. Dobson sought to take advantage of this momentary diversion to assist him in his own personal predicament. These natural suspicions may be dismissed immediately; for once, Mr. Dobson spoke from his heart.

Mr. Manley Anderson had no opportunity whatever to interrupt this tableau, even had he wished, for the dramatic silence following this flow of oratory was rudely interrupted by his son's pointed inquiry,

"Well, Mister, you say you ought to be arrested if you tell folks what you *think* of this circular. O.K. with me; but what ought to be done to the guys who *wrote* it?"

While Mr. Dobson was energetically doing his best to find other suitable expressions in his generous vocabulary by way of answer, there came another still more pertinent query,

"What *I* want to know is what it *says* on that paper!" . . . For once in her life, Mrs. Anderson permitted her curiosity to get the better of her respect for the long-established decorum of Mr. Anderson's courtroom. "Seemed as if I just *couldn't* wait any longer," as she confided to one of the neighbors next day. . . .

"Yeah, go ahead and read it, Dad," urged the irrepressible Anderson, Junior. "Read 'er slow, so's we can get the fine points."

"That's the *first* sensible thing I've heard out of you since you got home." And with this relieved comment and to the accompaniment of frequent exclamations, this latest contribution to the peace and prosperity of Monroe's educational system received a fitting audition.

There was stunned silence for a long moment, and then,

"Do you know what I'll do if I catch the fellers hanging around Lutherville who wrote that?" wrathfully exclaimed the gentleman responsible for the introduction of Mr. Dobson to his polly party, completely forgetting his original errand. "Do you know what I'll do?" And he looked fiercely about him, his eye finally coming to rest on pouncing Mr. Anderson, who, more than ever convinced that life for him was beginning at fifteen, brazenly shot back,

"I'll bite; *what* will you do?"

A bit of juvenile precocity rewarded with simultaneous parental reproof.

Without noticing these trifling interruptions in the headlong rush of events, "I'll snake 'em right up to the county cooler so quick they won't know whether they're a'travelling on their feet or on their ears; *that's* what I'll do!" But as a cautious afterthought, with a doubtful shake of the head, "Although, I don't see why I should get in bad for spoiling a first-class jail by the likes of them."

"A worthy sentiment," gravely observed Mr. Dobson, in whose astute mind definite ideas were beginning to take form. "If I may be permitted to voice my opinion, I think it would be in order for your fellow townspeople to be made acquainted through the public press or otherwise, with your courageous stand for right and justice. May I be the first to congratulate you, sir?"

And suiting action to the word, he clasped the hand of his recent adversary, and shook it warmly,

. . . Oh, Bill; Bill Dobson! You wily, lovable old sinner, you!

"These proposals will not set well with a great many parents up and down the valley who are sending their children to Monroe High School," said Anderson, thoughtfully.

"Here's *one* who's mad," enthusiastically agreed the courageous local defender of right and justice. "You can put *my* name right down at the top of the list."

"And it's very hard on the children," meditated Mr. Anderson.

"Yeah, and you needn't worry about *me*, either!" chimed in the junior Anderson. "*None* of us kids are going back to school next year."

"Why, what are you boys thinking of?" hazarded the distressed Mrs. Anderson.

"Thinking? Say, it's as good as done! One of the fellows was telling us on the way home you can get a swell job on boats going to South America. We're figuring on signing up just as quick as we get a chance. Old Jack Tyrone isn't going to get his hooks on *us* again!"

"A *pretty* state of affairs," commented Mr. Dobson, groping for that elusive solution of these troubles which was fluttering just beyond his reach.

"It certainly is," observed Anderson, "when school boards are constantly compelled" . . .

The sentence was never finished. For Mr. Dobson, whose sudden look of rapture was that of the wanderer who unexpectedly turns the last corner and sees at last the light in the clearing, banged his fist on the table.

"Men," he said, and his voice rang his delight. "I've got the idea! I think we better sit right down and talk it over." . . .

Possibly an hour later, Mrs. Anderson stepped into the room and coughed slightly to secure the attention of the absorbed group.

"Father, it's getting along, and I wonder if this gentleman wouldn't like to stay for supper with us?"

"Oh, no; I wouldn't *think* of imposing on you," politely wavered Mr. Dobson, head atilt. . . . Yes, it *must* be fried chicken. Now, a little snack of that, and some fluffy waffles with genuine maple syrup like what you get in the country, and some homemade strawberry jam, maybe, and a couple of good cups of coffee. . . . "Oh, no," said he, rising slowly. "I'll have to be going."

"Sure you will!" agreed Mr. Manley Anderson. "You're going right upstairs to wash up, and then you're coming into the dining room for an honest-to-goodness supper. You bet you're going!"

"Besides that, we ain't going to let a prisoner get away so easy!" chuckled his late captor who was quite willing to be included in the invitation.

"Well, I guess I'd better go quietly," jovially returned Mr. Dobson. "I see I can't help myself."

"Not until you get to the table!" corrected his host. "And you'd better help yourself plenty, then, for it looks as if we've got a lot of moseying around to do tonight."

And so, amid this delightful banter, Mr. Dobson permitted himself to be led, not as a dangerous character but as a right royal prince of good fellows—as the conference of the last hour had clearly established—to that place reserved for honored guests of the President of the Board of Education and Justice of the Peace in the favored township of Lutherville.

. . . Deride not the acumen of Mr. Manley Anderson. Small town, very small town man he was. He might not know quite what to do, the first time he undertook the proposition of hoeing out a small boy, and few there are who do. But when a stranger providentially puts in an appearance; and, figuratively speaking, reaches up in the sky and pulls down a possible solution to a year's old series of worries, and dumps this in your lap, well, on the whole, Mr. Anderson did not get the worst of the bargain, at that.

. . . Moseying around? That was the expression. And there was. That night, and the next, and the next. Plenty of it, up and down the valley, and all the way to Irish Hill. . . .

III

And back in Monroe, young Mr. Smith B. Hamilton was going about his daily business, pulled here, pulled there. "Anything new?" Back and forth a dozen times a day over the telephone, on the street, in his own living room. . . . "Anything new?" Carelessly, as if there was nothing in this world to worry about. . . . Got to keep up a front. . . . The town *won't* do that. . . . Oh, yes? Remember what they did to Echolls? . . . Over and over again . . .

Take it, you! That's what you're paid that big, fat salary for! New doctrine for Monroe? Humph! You spoke of it first, didn't you?

(To be continued)



A scene at Christmas time in the kindergarten of the Longfellow School, at Hastings, Nebraska.

School-Board Members

Who are Making Educational History in American Cities

CARL WILDE

President, Indianapolis Board of School Commissioners

Mr. Carl Wilde, president of the Indianapolis Board of School Commissioners, is especially well prepared by training, experience in public life, and interest in educational problems, for service on that body. After completing his elementary and secondary school work in Evansville, Ind., Mr. Wilde attended Indiana University where he graduated in 1909 with a degree of LL.B. He then took postgraduate work at Yale University where he received, in 1910, the degree of master of laws, *magna cum laude*.

After several years practice in Evansville, Mr. Wilde moved to Indianapolis. In 1925 he was appointed United States Referee in Bankruptcy, which position he still holds. He has served as president of the Lawyers' Club, and in 1935 was president of the Indianapolis Bar Association. His interest in adequate school facilities and in a progressive educational program is intensified by reason of the fact that he has two children in the public schools.



Mr. Carl Wilde
President, Board of School Commissioners,
Indianapolis, Indiana.

In 1934 the Citizens' School Committee, which had successfully sponsored school-board candidates in 1929, selected Mr. Wilde and his associates for membership on that body. They consented to serve only because they were assured that the administration of the schools would be nonpolitical and because the office of school commissioner, carrying no compensation whatever, offers an opportunity to perform a notable and worth-while public service.

During Mr. Wilde's administration as president in 1936, he and his fellow members continued the policy of partial restoral of the salary reductions of the teaching staff and approved a budget which included not only the item permitting such restoral amounting to

over \$200,000 but appropriations aggregating \$875,000 as the first step of an extensive high-school building program. This appropriation, fostered by Mr. Wilde and the other commissioners, was approved successively by the Marion County Tax Board Adjustment and the Indiana Board of Tax Commissioners. There was thus inaugurated a program of school building financed out of current tax levy rather than by the issuance of bonds and marking the beginning of a modified pay-as-you-go policy in school construction for Indianapolis.

Mr. Wilde has employed, in carrying out the policies of the board, his ability as a public speaker and as an executive. Because of unusual tact, a humane outlook, and real ability as a presiding officer, his administration has been marked by constructive accomplishments, harmony, and good will.

AUGUSTUS P. LORING, JR.

Chairman, School Committee,
Beverly, Massachusetts

On January 4, Mr. Loring was elected chairman for the year 1937. In November, Mr. Loring was re-elected without opposition to membership on the school committee for a four-year term, polling more votes than any of the contestants for the other vacancies. A change in the city charter this year resulted in an increase in the committee membership; hereafter there will be nine instead of seven members, the mayor being included among the newcomers.

This will be Mr. Loring's fourteenth consecutive year as chairman, and his seventeenth year as a member of the board. During this period, Mr. Loring has been a tireless worker in the interests of the school children of Beverly. He helped to establish a program of instrumental music that turned out to be one of the best in the state. He gave his approval to a junior-high-school program when it was first proposed, and he used his influence to



Mr. Augustus P. Loring, Jr.
Chairman, School Committee, Beverly,
Massachusetts.

help Beverly obtain one of the most beautiful, as well as the most practical, high-school buildings in the commonwealth.

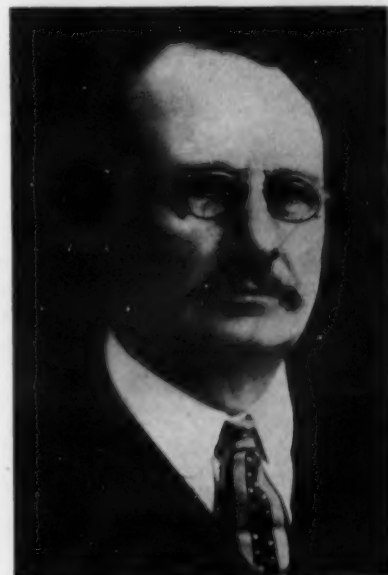
Few have been privileged to serve the city in so many ways during its greatest period of development and growth. No one has been more generous in his consideration of the interests of others. In addition to his public-school activities, Mr. Loring has been president of the Lee School for Girls, in Boston, for several years. He is also a former president of the board of trustees of the Dexter School, as well as treasurer of the Farm and Trade School, all private schools in Boston.

Mr. Loring's many humanitarian activities do not prevent his participation in the affairs of one of Boston's best known law firms — Loring, Coolidge, Noble, and Boyd.

CHARLES C. PERSIANI

Member, Board of Education,
Southington, Connecticut

Twenty-six years of service as a member of a board of education is an unusual record.



Mr. Charles C. Persiani
Member, Board of Education,
Southington, Connecticut.

It is a recognition of worthiness which Southington, Conn., has been glad to accord one of its outstanding citizens, Charles C. Persiani.

Mr. Persiani was first elected to the Southington board in September, 1904. He served for seven consecutive years through 1911. From 1921 to 1926, he gave another five years of service to school-board work. From 1921 to 1935, his membership on the board was continuous. His re-election is most gratifying.

For four years, Mr. Persiani was chairman of the board and for nineteen years chairman of its committee on finance and schools. During this period, the Southington school costs increased from \$26,000 to \$180,000, five new elementary schools totaling 42 rooms, were erected. Depressions and war period came with their problems of decreased income and increased population, for Southington is largely

an industrial town. Through it all—a span of thirty years—Mr. Persiani's faith in public education has remained unchanged. Quietly, but forcefully, he has given his leadership and aid in providing better educational facilities for more children for a longer school year, and for many more years for many of them.

During his early years on the board, kindergartens were introduced. More recently provisions were made for atypical children, the high-school program was broadened, music supervision was added, supervision was improved, more adequate teaching equipment secured, reasonable salary schedules adopted. Through all of these advances in education, Mr. Persiani's motive has been recognized and respected. A keen and successful business man himself, his judgments have been received with respect. Perhaps the greatest measure of the man is that after so long a public service on the board of education, he is a friend to all in Southington, and all are his friends.

JOHN H. PARSONS
President, Board of Education,
Hastings, Nebraska

Mr. John H. Parsons has been a member of the Hastings board of education for fourteen years. He is now serving the second year of a fifth term of three years each, and for seven years has been continuously re-elected president of the board. During this long and faithful service, Mr. Parsons has missed but one meeting of the board, either regular or special, and this absence was due to his being out of the state at the time.



Mr. John H. Parsons
President, Board of Education,
Hastings, Nebraska.

His service has been distinguished by a constructive attitude in all matters pertaining to school affairs, but his outstanding contribution has been his interest in buildings and grounds. His training and experience in the mechanical and building trades have made him a valuable asset to the schools and taxpayers. His coming onto the board at the time he did made his knowledge and experience available for use during a large part of the rebuilding of the school plant, and his efforts are largely responsible for the high standard of maintenance and construction in the building program just completed in Hastings, Nebr.

Mr. Parsons believes in the public schools, in equality of opportunity for the children of all the people. He has placed honesty and loyalty to the whole community above selfish interests or personal advantage. The community has continually expressed its confidence in him.

G. S. THOMPSON
President, Board of Education,
East Liverpool, Ohio

Mr. Thompson, who was recently elected president of the board of education, has been a member of the board since January 1, 1936. He is an active business man, who



Mr. G. Stewart Thompson
President, Board of Education,
East Liverpool, Ohio.

finds time to devote to the cause of education and who has manifested a keen interest in all that makes for the progress of the local schools.

Mr. Thompson is the vice-president of the C. C. Thompson Pottery Company, and holds a similar connection with the Milligan Hardware & Supply Company. He is a member of the executive committee of the Boy Scouts of Columbia County, Ohio.

Mr. Thompson was born in the year 1895, and is a graduate of Princeton University, in the class of 1918.

W. T. McLEAN
President of the Board of Education,
Maroa, Illinois

The career of Dr. W. T. McLean is distinguished in the fact that he has served as president of the school board at Maroa, Ill., for thirty successive years.

The Maroa school system has never been pressed for money. The additions which have been made to the schools are all paid for. At the same time, progress has been made. Over 500 pupils were immunized against diphtheria within the year. The Maroa schools were the first in the state to receive a superior rating.

Dr. McLean is a typical country doctor, popular because he loves his people and is constantly making sacrifices in their behalf. Being the son of a schoolmaster, he has the schoolmaster approach in dealing with the children within his school district.

Dr. McLean was born in Harrison County, Ky., July 31, 1858. He was educated in the common schools of Maroa, and at the University of Illinois, and received his profes-



Dr. W. T. McLean
President, Board of Education,
Maroa, Illinois.

sional medical training at the Rush Medical College, Chicago.

WHAT SCHOOL PEOPLE ARE SAYING
Living in Peace and Harmony

Bringing people together does not necessarily guarantee harmony. In fact close association of people who are instinctively enemies, constitutes a real peril unless steps toward mental disarmament are taken. Invention and enterprise have produced comfort and even a kind of co-operation, but they have not produced a formula for the solution of the greatest of social arts, that of living in peace and harmony with others.—*Lester K. Ade, Superintendent of Public Instruction, Harrisburg, Pa.*

PROVIDING MONEY FOR SCHOOLS

The difficulty of providing adequate money for schools by local taxation has been very materially increased by constantly increasing tax burdens for other purposes. The result is that the aggregate amount of money for maintenance of public schools in 1936 is the lowest for over twenty years. The total amount of public school money for 1936 was \$675,000,000 less than the aggregate for that purpose in 1930. Yet the levies for school taxes were higher in 1936 than in 1930. The deficiency is due to the alarming increase of delinquent taxes. Schools cannot run on taxes which are not paid. Teachers' salaries cannot be paid with uncollected money. Schoolhouses cannot be warmed with a tax list.—*Lynn Thompson, member, board of education, Minneapolis, Minn.*

WHERE THE OBLIGATION LIES

Parents who think that New Bedford owes a position to every local candidate who completes a normal school or college course are laboring under a misapprehension. New Bedford pays its debt in full to every boy and girl who is graduated from the high school and from that date the debt is to the city and should be paid in clean living and good citizenship wherever they may find opportunity to use their talents.—*Allen P. Keith, superintendent of schools, New Bedford, Mass.*

THE BUSINESS OFFICIALS

"If a building commissioner and his staff do not function well, we may think what we please, the school system will not carry its message. If a supply commissioner does not function well, the school system cannot hope to bring into the classroom the means and the agencies that open up the way to our young people. And if a secretary of finance of a board of education does not know what it means to estimate a budget properly, either as to income or outgo, and to handle the great finances with care for a great school system, we soon would find ourselves going on the rocks."—*Dr. Henry J. Gerling, superintendent of schools, St. Louis, Mo.*

The Status of the School Mark

Ridgley C. Clark

Superintendent of Schools, Seymour, Conn.

School marks have long been a source of trouble.irate parents have visited school to find out why John got only 91 in his arithmetic while a neighbor's child got 92. School wars have been waged in many small towns because one pupil received a mark 1 per cent higher than a more popular contender who had been awarded the prize. Learned professors have conducted experiments which showed that different teachers gave different marks to the same paper and that the same teacher gave different marks to the same paper at different times. This emphasized what every intelligent schoolboy and some adults already knew: Some teachers are notoriously hard markers and some are equally notoriously easy. Few teachers mark consistently. As a measuring instrument school marks are not accurate. They are subjective.

To increase the accuracy of school marks objective tests were designed. When carefully constructed these tests do increase accuracy in marking by securing a more adequate sampling of the pupil's knowledge of facts and by making it possible to state that each answer is either right or wrong. They fail to give a measure of the power to organize subject matter. They do not as a rule test any but the most elementary reasoning. They do not take into consideration the pupils' initiative, judgment, or interest. Usually they furnish cues and lead to less complete preparation. The essay-type test is still used and useful. There are subjects that do not lend themselves to objective testing. Appreciation of art and literature and the worth of an English composition are in this class. While objective tests have helped, school marks still remain subjective and not necessarily accurate.

Recognizing that it is not possible to mark with minute accuracy as represented by the difference between 87 and 88, schoolmen devised the plan of dividing the class into five groups. The ones doing superior work were marked A, those doing better than the average were marked B, average work was marked C, those just passing were marked D, and the failures were marked E. Soon the question arose about those on the border line, and teachers began adding pluses and minuses. What started out to be four divisions above passing became twelve. In some schools these four or rather twelve divisions were for pupil consumption only. Office records were marked on a scale from 0 to 100. The principal could tell by consulting his records whether a pupil stood first, second, or seventy-fourth in the class.

The Probability Curve

Next came the curve of probability. By it 5 per cent of a class should fall in the A group, 20 per cent in the B group, 50

per cent in the C group, 20 per cent in the D's, and 5 per cent E, which represents failure. Applied rationally to a large group this may be a help to a teacher in checking the fairness of his marks. The word *rationality* in the preceding sentence is important. I well remember a young teacher, fresh from the university department of education, who asked me about marking a selected group of brilliant students in mathematics. "Shall I use the probability curve," he inquired. I told him that the probability curve is a device of man, but common sense is a gift from on high. He grinned and gave high marks to all.

In a large group if the marks deviate far from this curve, there is chance, even a probability, that they were unwisely given. If they conform exactly, they are artificial and unfair. The curve described above is only one of several which have been devised. The probability curve serves to point out that to assign failing marks or honors to large numbers is probably wrong. When an unusually large number fail it may be because of unusually low mentality in the class or more frequently it is because the teacher has failed to adapt subject matter, to motivate and awaken interest. It may also be that too strict a marking scale is used, the teacher expecting impossible attainment. The teacher who considers it a testimony to her own high scholarship and excellence as a teacher to fail a large part of her class, is, or should be, of an extinct species. On the other hand, if the majority of the pupils are getting A's and B's, the teacher is probably not giving work enough or is marking carelessly, governed by a warm heart instead of a level head.

Some schools have tried the experiment of having just two marks, "Passed" and "Failed." Some of these soon found that the pupils who had ability to gain high marks were beginning to loaf on the job and that the amount of study done in the schools was decidedly less. The more intelligent pupils at least should study for the love of learning. They should not have to be influenced by such extrinsic motives as the attainment of good marks. Unfortunately human beings are not always as they should be. As interest is awakened and other motivation is developed the value of marks as a stimulus is relatively less. However, I was amazed as a student in a graduate school of education to see how anxious adult students, many of them teachers, were to attain honor marks. It does seem a bit unfair that the pupil who does the minimum requirements should receive as much credit as one who labors to accomplish outstanding work.

To be consistent with the avowed objectives of education, such as the building of right attitudes, some schools have marked such things as application, honesty,

courtesy, initiative, care of person. What object tests can there be to prove just what degree of courtesy, honesty, or initiative a pupil practices? One pupil, who ranked, or at least, was marked lower than another in courtesy said of the more fortunate one, "Yes, he kicks you in the shins and then says 'Excuse me.'" Personality is an indefinite term, too indefinite to mark. If marks will improve such qualities as honesty and courtesy, they should be used as a tool for that purpose. They will not even approach accuracy.

Listing Qualities of Pupils

Many schools have tried the plan of listing some of the qualities the school wishes to develop. One for instance, has three distinct headings, "Health, Citizenship and Work Habits." Under each head are subtitles such as, "Co-operates, tries hard, is prompt, reliable, brushes teeth, good posture, etc." If a child is deficient in any of these the item is checked; if improving, the item is marked with an X; if satisfactory, no mark is used. Similar plans seem to encourage desired activities and attitudes.

A practice used in some schools is a report card that includes a checking of accomplishment such as "tells time to the minute, can prove subtraction, can attack new words independently, can read simple material at sight." It is a worthy experiment but has the danger that it will be assumed that a task is done and that the pupil has acquired a skill when in fact he has only attained it for a time. However this has a real advantage of crediting performance and giving the pupil a feeling of accomplishment. Moreover, it does away with comparisons which make for self-sufficiency or discouragement.

In some places formal marks have been discontinued. In their place the teacher writes letters to parents. The plan has advantages but, if a teacher has forty pupils and is a normal person, there is a danger that the letters will soon become as formal as the formal report card. If well carried out this plan is most effective.

When marks are kept, pupils are anxious to know what their mark is. As a parent I am desirous of knowing whether my children have the learning power and are putting forth the effort to do work that teachers consider good, better than average, superior, or poor. I believe many parents have the same desire. Why not be frank about marks and say that they are the best judgment of the teachers based on as many objective aids as can be used?

In spite of inaccuracy of individual marks the average gives a fairly good idea of the accomplishment of the pupil. I am sure that the observing members of any class could tell without consulting the records.

Marks must not depend on a single performance or test if any approach to justice is desired. A slip of the pen, a headache, an emotional upset, may be the cause of a poor single performance. Even the most

expert marksman misses the shot occasionally. A pupil's knowledge and performance should be tested frequently and at every angle.

The work men do is usually judged more or less subjectively. An educator's meager salary is a judgment by the community entirely subjective and much too low of what he is worth to the community and the schools. If in the judgment of the community the Emporium is giving better value for the money than its rivals, it gets the greater part of the trade. Most of us like to have our work judged by one who is in authority. Authors like to get the opinion of competent critics even after their books have proved best sellers. The pupil wants his work valued by someone who is authority.

Competitive Values in the United States

Marks make for competition. Pupils sometimes work to beat others and take delight in so doing. This is not so common as striving to do creditable work and attain a creditable mark. I wonder if we really can do away with competition. Do we really desire to do so? An official letter from a state department of education states that one of the weaknesses of the rural school is the lack of competition with pupils of the same age and near ability. Without competition much of the zest of life is gone. I contend that competition and co-operation can and should work together. I have seen many pupils assisting each other even before the days of group study. It is rarely that an intelligent child does not delight in helping others with their lessons. We cannot get away from competition whether we live in Soviet Russia, Fascist Italy, or the United States. The most practical thing we can do is to teach children to compete generously and fairly. Such competition is healthful and helpful in teaching children to meet life as it is and as it will be for a long time.

Minute distinctions are so untrustworthy that the custom of keeping office records in percentage terms seems questionable. Yet there are many reasons for it. Many principals who send more general marks to parents keep percentage marks on the office files. They wish to be able to say to one who seeks a high-school graduate for an office position that one girl has the highest marks of any girl available. They want to be able to write on the pupil's application for college that she stood fourth or twenty-fourth, as the case may be, in a class of 77. They also wish to be able to select the valedictorian and salutatorian on a basis of very definite marks. They also wish to spur on the laggard. How important these factors are is a matter of judgment.

I contend that the parent has a right to know the records in as exact terms as they are made on the office cards. I should expect any other procedure to breed dissatisfaction. We should be very frank with parents and frequent conference between parents and teachers or school officials

leads to mutual understanding of the problem as no report card or letter can. The best reporting system devised must be supplemented by personal interview to secure maximum results.

As progressive methods prevail, as motivation and interest become intrinsic rather than extrinsic, marks as motivation will play a less important part in school

practice. It seems that there must be some method of reporting pupil progress, whether it be by formal mark or less formal methods.

Many experiments are being tried in recording progress. It may be that satisfactory methods will eventually be found. If so, they will supplant the formal mark as records.

As Others See Us

A Schoolman's Experience as a Layman and School-Board Member

III — TEACHERS

How did some things about teachers and teaching look from the outside?

The indispensable vacation? I found that now I somehow made two weeks do (and thrived on it), when formerly I regarded ten as essential to my teaching health.

Fur coats? There was more fur per capita within the walls of the local school buildings than in any equal area outside of them.

Automobiles? Cars were much less numerous then than now, yet some of the school people were beginning to buy cars, while all the board members still walked or paid their trolley fares.

I have already mentioned the contrast in my attitude toward a requisition for supplies made out as a teacher and toward a bill for materials scrutinized as a board member. How economically did some of the teachers really manage their supplies? How necessary were some of their requests? Too often was I impressed by the wonderful enthusiasm from superintendent down to the youngest cadet for some new book or gadget which once acquired — and almost before it was paid for — lost its charm and fell into disuse.

In a small town, many of the petty complaints that properly should come to a principal or superintendent often come to a board member instead. Thus it happened that some of my most impressive lessons in the two-sidedness of arguments came to me as I listened to the respective accounts of a teacher and a parent concerning the same episode. If one craved further variety, there was also the child's own version. Regardless of whether or not the young culprit appeared, I learned that neither teacher nor parent was ever wholly right, and that probably the board member himself was rarely more than half right in the final judgment he passed upon the matter.

As a teacher, I had zealously boasted to my fellow teachers that we were human beings, that we were American citizens with certain inalienable rights, that we were entitled to live our own lives, and all that. But I had not long been on the school board, before I realized that a teacher too regardful of her rights may come to the same sad end as the driver who unwisely insists upon his right of way. A teacher by

the very nature of her occupation must live to a considerable extent in the proverbial goldfish bowl. She is the center of attention several hours a day of thirty-odd keen-eyed youngsters, and through these children she becomes indirectly the center of attention for twice-thirty parents, and a countless number of interested relatives and curious neighbors. There are few occupations where the worker becomes such a focus of attention.

One cannot condone all of this interest and curiosity, but as a board member much in contact with parents as well as teachers, I came to appreciate the characteristic parental attitude toward teachers. Parents, being human, too, are likely to become "choosy" about a teacher in the same way that they are about any of their children's associates. Whitman has reminded us that each person with whom we associate is bound to become at least some little part of us. If a child is to bring home some of his teacher's traits, it is really important to the parent that these traits shall be of a congenial sort.

I could agree with the teachers that parents are likely to demand a higher standard of conduct and accomplishment from their children than they require of themselves. However unreasonable this may be, it is a very real and human fact which must be taken into account. It is an age-old trait in parents to struggle for a perfection in their children which they themselves could not attain, and they expect the teacher, through her model and influence, to assist in this struggle. This is a large contract for the teacher, frail and human as she is also, but it is expected, nevertheless, that she shall ever strive hopefully to develop perfection where perfection never was before. This striving is a part of her job.

A teacher, as well as a president or a great national hero, may wish to avoid the public spotlight and to escape certain unique and vexing responsibilities, but it just can't be done. The teacher's private life, her clothes, her manners, her morals, are all bound to be of public concern.

It was inevitable that I should eventually come to the conclusion, reached long before by the veteran members of the board, that what a teacher does really makes a difference.

(To be continued)



General View of Senior-Junior High School Buildings, Hastings, Nebraska.

A Building-Replacement Program Completed in Hastings, Nebraska

A. H. Staley¹

During the past eighteen years Hastings, Nebr., has completed a building-replacement program that gives the city a most modern and complete school plant. During this period all school buildings have been replaced with new structures except the Senior-High-Administration Building which was constructed in 1903.

Hastings is a city located in the central part of Nebraska surrounded by vast acres of agricultural land. Depending largely upon the prosperity of the farming community, it has been no easy task to keep pace in the educational field with modern movements. Hastings is a city of 16,000 population with a public-school enrollment of nearly 3,500 pupils. During the past eighteen years the school enrollment has increased from 2,500 to 3,500, this increase being much greater in proportion than the growth of the city. The senior-high-school enrollment has increased nearly three hundred per cent during the same period.

The steady growth of the city, together with the greatly increased interest in education in the community, has made possible the rebuilding and expansion of school facilities. The total expenditure for build-

ings, grounds, and central heating plant during this period amounts to \$1,207,778.

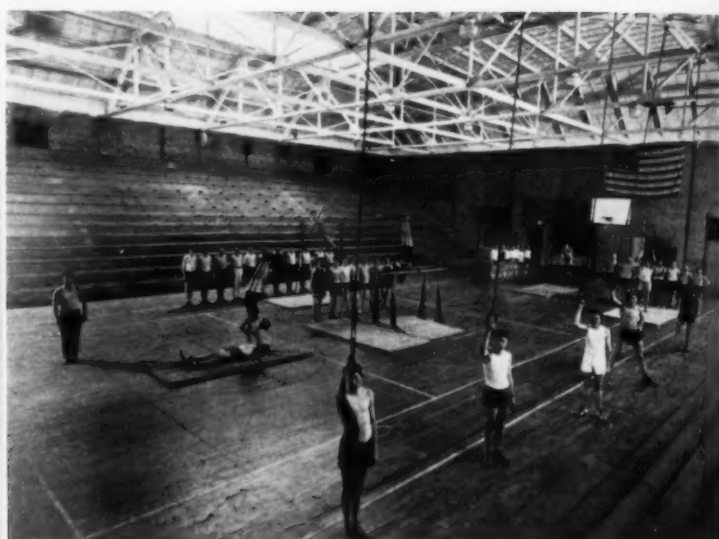
Eighteen years ago when the junior-high-school idea was relatively new, Hastings constructed a building which was to be used as a junior high school, and the schools were reorganized on the Kindergarten-6-3-3 plan. At this same time the Lincoln Elementary School Building was reconstructed, making it fire resisting and

modern in every respect, for an enrollment capacity of 500 pupils. Owing to the rapid increase in the enrollment of both the junior and senior high schools, it was soon found that the planning had not looked far enough into the future and the buildings were crowded. At this time there were four elementary-school buildings in the city supplemented by four cottages either built or rented by the board of education



Manual Arts Building, Hastings, Nebraska.—This building houses the gymnasium, mechanical and architectural drawing, Smith-Hughes agriculture, auto mechanics, machine shop, and two woodworking shop departments.

¹Superintendent of City Schools, Hastings.



Views of Various Departments in Hastings, Nebraska, Schools.— Upper left: Violin Class, Elementary School.— Upper right: Physical Education Class, Gymnasium, Manual Arts Building.— Lower left: Auto Mechanics Shop, Manual Arts Building.— Lower right: Machine Shop, Manual Arts Building.

to care for the crowded condition in the schools. This was the condition when in 1925 the board of education, with the help of competent educators in the field of school planning, had made a survey of the school situation in the city with a view of setting up a program of building construction and replacement for a period of twenty years. Following the survey, bonds were voted by the people, at that time to the amount of \$450,000. Four projects were then included in the program: A new elementary-school building to replace the Longfellow building, the oldest building in the city; an addition to the junior-high-school building, more than doubling its capacity and providing laboratories for all the science work in both the junior and senior high schools; the construction of a building to care for the rapidly growing vocational and industrial work offered by the schools; finally, a central heating plant to care for the entire junior- and senior-high-school group.

The completion of these projects gave the school system a very complete and modern plant for carrying on all the different phases of schoolwork including music,

well-equipped science laboratories, art and craft work in connection with excellent facilities for the different types of home-making classes for girls; shops with complete machinery equipped for industrial work of all kinds, including wood, ma-

chine, and sheet metal, mechanical and architectural drawing, Smith-Hughes agriculture, and auto mechanics. Also included in the Manual-Arts Building is a full-size gymnasium for boys with seating capacity of 1,200 for contest games. The gymna-



Alcott School Building, Hastings, Nebraska.



General Exterior View, Longfellow School, Hastings, Nebraska.

sium for girls and an auditorium for convocations were included in the original building for the junior high school.

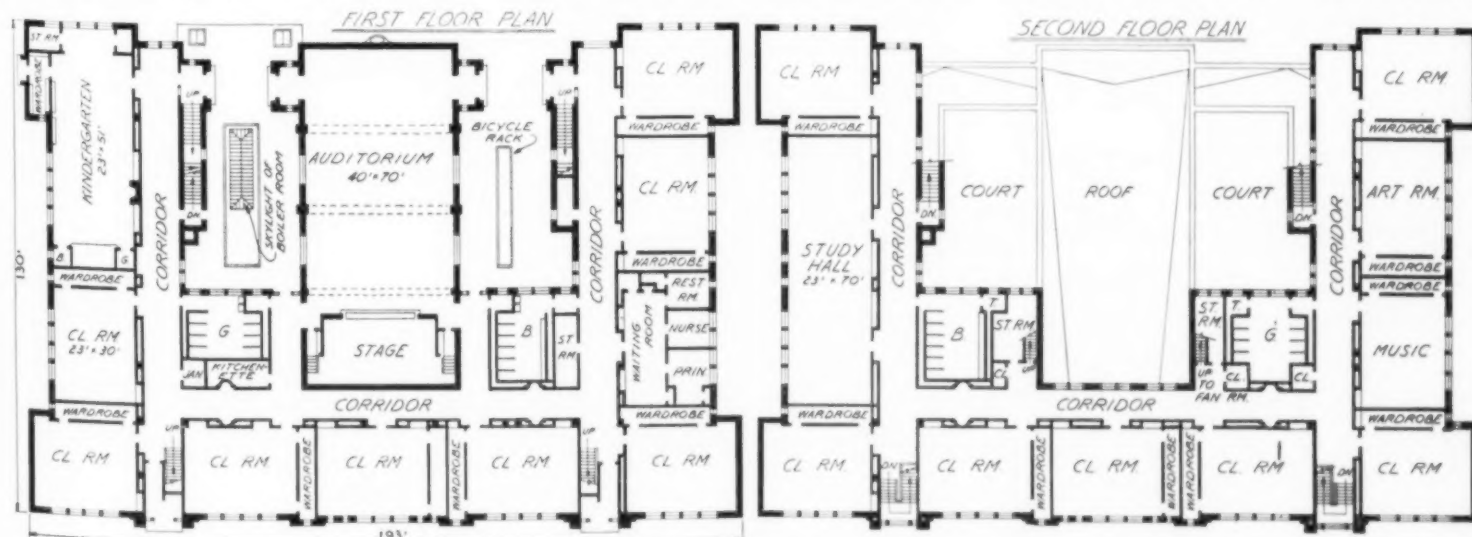
The Longfellow Elementary School Building has a capacity of 600 pupils and in architecture and planning meets well the standards set for buildings used for this purpose.

At the conclusion of this building program there was left of the \$450,000 voted nearly \$25,000. The board of education held this amount in a building fund and proceeded to augment the fund each year by including in the budget an item of from \$25,000 to \$40,000, to be used for building-replacement purposes. By 1930 this

fund had become sufficient to warrant the board of education to continue its replacement program which was done by the erection of the new Morton Elementary School Building. This is also a modern elementary building with a capacity of 550 pupils, well adapted to the needs of a school of this kind in these days of growing educational programs.

With the completion of the Morton School Building the city was left with but one old building. Owing to the financial conditions affecting every section of the country, it was not thought advisable by the board of education to plan on further construction until conditions changed.

However, the people of Hastings were not to be denied the completion of their program for the schools. Owing to the structural conditions of the old Alcott Building, parents in this district become uneasy when they contemplated the fire hazard and the possibility of falling walls. This condition together with the desire of the city to provide work for unemployed labor caused the board of education to give the citizens an opportunity to express themselves relative to voting bonds to the amount of \$175,000 for the building of a new Alcott Elementary School Building. This was done in February, 1935, and the bonds were carried by a large majority.



Floor Plans, Elementary School, Hastings, Nebraska. — M. L. Evans, Architect, Hastings, Nebraska.



Morton School Building, Hastings, Nebraska.

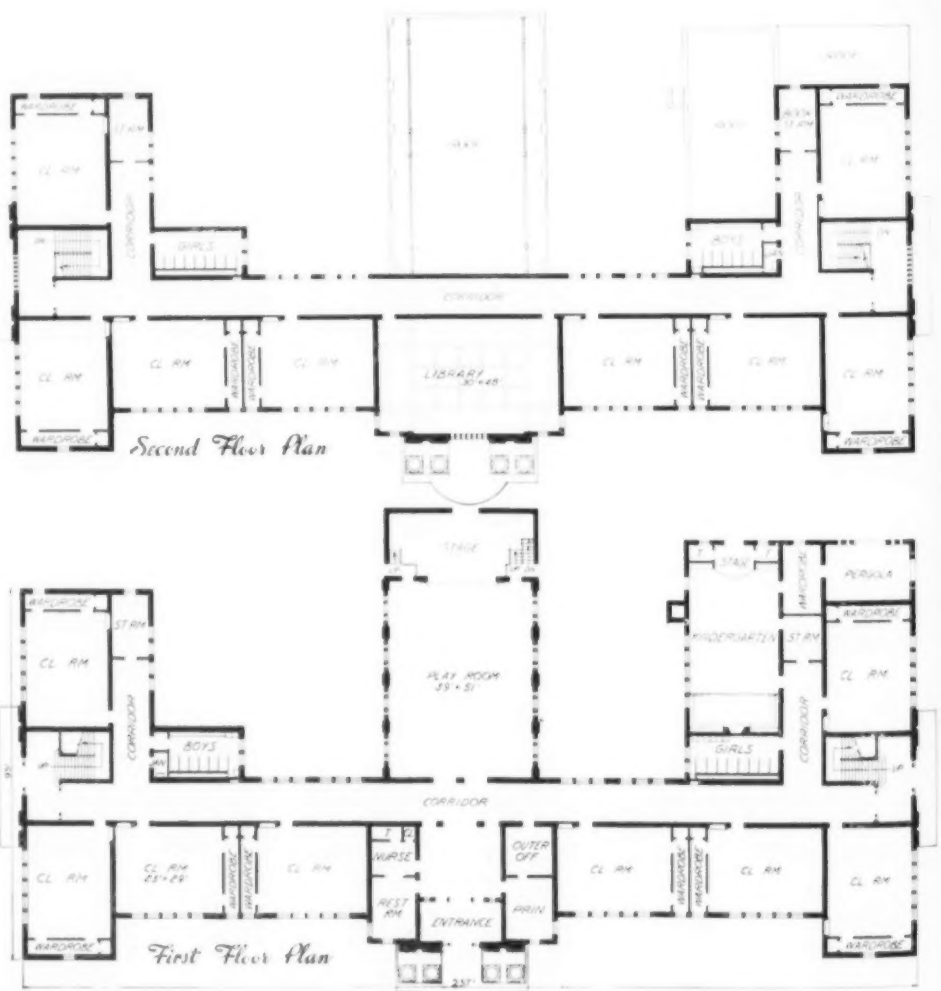
Building was begun at once, and the final unit of the building program was completed in June, 1936, giving the city a new modern school plant in every respect. The Alcott School Building has a pupil capacity of 500 pupils.

In the erection of the four elementary-school buildings, only one location was changed. The buildings are so located in the city that a radius of one half mile takes in the entire district and makes the elementary schools within standard distance of every child. The Senior-Junior High School plant is centrally located so that a radius of one mile includes nearly every pupil.

The completion of this building program during the depression speaks volumes for the public interest of the citizens of the community and tells better than words can express their faith in public education. Room for expansion has been planned for each building as the city grows, as the enrollment increases, and as the varied type of work offered in the school curriculum is enlarged. The high standards required of the teaching force make Hastings a most desirable city for those who have children of school age.

LEADERSHIP IN EDUCATION

Leadership in a democracy involves a definite contact with, a state of being part and parcel of, the social order one hopes to lead, together with a clear conception of the direction which the leader should take. Educators may well maintain such a progressive position of advancing leadership. Any other approach in solving American social and educational problems defeats itself. — Hollis P. Allen.



Floor Plans, Longfellow School, Hastings, Nebraska. — K. H. Gedney Co., Architects, Hastings, Nebraska.



*General Exterior View, Algoma Grade and High School, Algoma, Wisconsin.
Foeller, Schober & Berners, Architects, Green Bay, Wisconsin.*

The Algoma Elementary- and-High School, Algoma, Wisconsin

Joseph F. Bertram, Supervising Principal of Schools, Algoma, Wisconsin

The new elementary-and-high-school building at Algoma, Wis., which was dedicated September 20, 1936, embodies in permanent and beautiful form the solicitude of a middle-west community for its young people of today and of the generations to come. Planned and erected in years of serious economic stress, the building represents the foresight and the educational planning of the professional school staff, and the community leadership of the board of education and its building committee. It represents, too, the willingness of a substantial citizenship to provide for the future at a considerable present sacrifice. Further, it represents the best skill and experience of the architects to translate an educational program into an efficient, economical, and dignified structure. Finally, it is concrete evidence of the wisdom of the co-operation of the Federal Government through PWA. The total cost of the building, equipment, fees, and land was \$221,169.16.

The building is erected on the site of an older schoolhouse and is centrally and con-

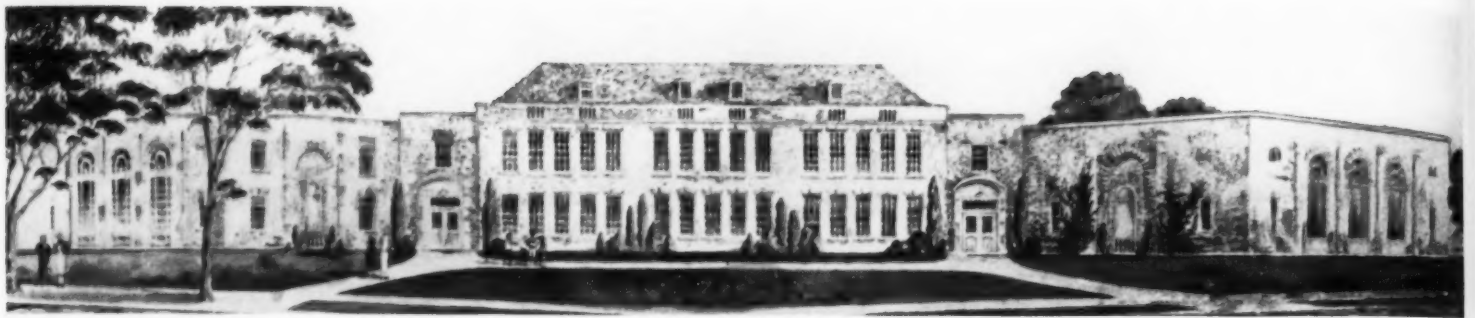
veniently located. The grounds to the rear furnish a playground of more than an acre. The front lawn has been planted with shrubbery and evergreens. A larger playground has not been considered necessary because the Ralph Perry Athletic Field, located two blocks north of the school, is available for the athletic and play program of the school. Although not owned by the district, the field is under the supervision of a board of three, of which the supervising principal is a member.

The building consists of three units: the auditorium, the middle classroom section, and the gymnasium. The restrained Georgian design has been worked out in an attractive limestone, quarried in a neighboring community—DePere. The irregular shaped stones which make up the wall are delightful to the eye. Although they are principally warm gray in color, they contain a blending of other colors that add to their beauty. As time goes on the quality of the coloration continues to improve. The stone itself has a smoothness that prevents dirt from adhering. After a

rain, particularly, the walls are exceedingly pleasant to look at.

The building accommodates at present an enrollment of 444 pupils; of which 295 are members of the high school. The elementary school, which serves the immediate neighborhood, has an enrollment of only 149 pupils. A majority of the high-school students come from rural schools and from local parochial schools, all of which maintain eight grades. It is this situation that has compelled the board of education to continue the K-8-4 plan of organization. All the advantages usually attributed to the junior high school are, however, realized by the breadth of the curriculum and the activated method of class organization and instruction. The grade classrooms on the first floor of the middle section of the building are exceptionally spacious to permit a progressive type of work.

The second floor of the main section is devoted to the high school. It has at the rear, two science rooms equipped with modern furniture and joined by an office



*Perspective View, Algoma Grade and High School, Algoma, Wisconsin.
Foeller, Schober & Berners, Architects, Green Bay, Wisconsin.*

and a dark room. The physics-chemistry room is equipped with Lincoln type units; the biology and general science room, with tables and chairs. The west front of this section contains a combined library and study hall, with a seating capacity for 90 students. The library stacks have sufficient shelf space to provide for more than the standard book requirements. Believing that the library is pre-eminently important, the Algoma board of education has provided for a well-balanced annual budget for library books. The new library, joined to the study hall by an attractive charging desk, has already proved a boon to the development of reading habits. The east front of the main section contains a well-equipped history room and the office suite. The latter consists of a general office, a conference room for the board of education, a faculty room, a private office for the supervising principal, and a rest room for the teachers.

The east wing contains on the first floor the auditorium and the agricultural and commercial departments. The auditorium, which is fully seated with upholstered opera chairs, is an enviable gift to the younger generation of the city of Algoma and the surrounding territory. The seating capacity of the main floor is 500, and of the balcony 144. It has an orchestra pit and a deep stage, equipped with ample electrical fittings for the lighting effects needed in school plays and pageants. Velour curtains in gray and blue harmonize with the drapes over the large arched windows on the north side of the room.

The most farsighted provision of those who planned the building was that which specified a separate auditorium and a gymnasium. The returns from a dignified auditorium in which interesting assemblies, classes in dramatics, illustrative motion pictures, and lectures are conducted, are to be looked for in both a better school spirit and the development of a finer cultural life for the entire community.

The agricultural department consists of a recitation room adjoining a general shop. The latter is well equipped with benches, tool cabinets, and machinery; the recitation room is fitted with tables and chairs, filing cases, library stocks, supply cabinets, and a laboratory table.

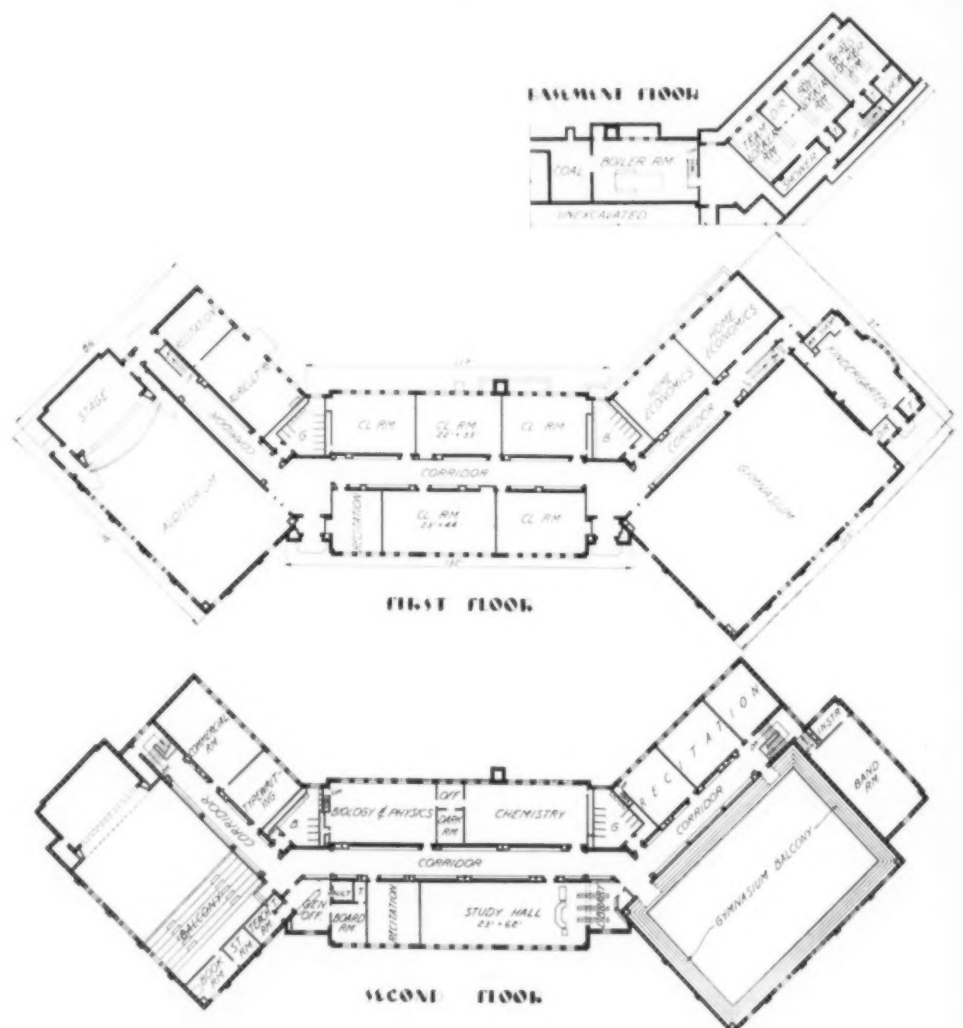
The west wing of the building embraces the bandroom, three classrooms, two home-

economics rooms, a kindergarten, and the gymnasium. The bandroom is located on the south end of the second floor of the wing, where it cannot disturb any other department. It is fitted with a storage cabinet for the band instruments, uniforms, music stands, and the music library.

The kindergarten, on the first floor directly below the bandroom, is the most artistic and attractive room of all the beautiful places in the building. Here a green marbled rubber-tile floor harmonizes with the wood finish and the plastered walls in ivory and light green. The room has a large fireplace, a washroom with toilet fixtures of a size to fit the children,

a utility room, a wardrobe with racks and little clothes hangers, and large bay windows. The room is well furnished with tables, chairs, and benches, all refinished in ivory enamel.

The home-economics department consists of two adjoining rooms facing the east. The sewing room is equipped with birch sewing tables and chairs, storage cabinets and tote boxes for work in progress, two display cases, and a fitting booth. Both electric and treadle sewing machines are used. The kitchen arrangement comprises six unit kitchens, each including a cabinet sink, an electric range, a counter table, and a kitchen cabinet. To encourage



*Floor Plans, Algoma Grade and High School, Algoma, Wisconsin.—
Foeller, Schober & Berners, Architects, Green Bay, Wisconsin.*



Typical Classroom, Algoma Grade and High School, Algoma, Wisconsin.

practice in the serving of meals there are provided three breakfast-room sets. For general use, there is a large supply cabinet and an instructor's demonstration desk.

On the second floor above the home-economics department, there are three high-school classrooms. These rooms are equipped with new movable welfare desks.

The gymnasium, which measures 60 by 90 ft., is fitted with shallow balconies to seat 350 spectators. The roof is carried on steel girders and is lined with fireproof sound-absorbing materials. The room is perhaps the most popular area in the building. It is used continually. In the morning the small children from the grades enjoy supervised games which are a part of the physical-education program. The high-school and the upper-grade physical-instruction classes are conducted in the afternoon.

The furniture throughout the building is high quality birch, finished in standard brown. Old furniture is found only in the kindergarten, where the tables and chairs have been carefully refinished, and in a spare classroom furnished with tablet-arm chairs.

The floors in all the rooms, except the office suite, the auditorium, and the kindergarten, are of hard maple. The ceilings are covered with nu-wood board to provide favorable acoustics. The corridor floors are of impervious tile; the walls are of glazed brick; and the ceiling also of nu-wood board. Recessed lockers finished in brown line the corridors.

The heating plant, the control room, and the boys' and girls' shower and locker rooms are located under the gymnasium wing. Two large, low-pressure and stoker-

fed boilers furnish the steam for the direct radiation, the fan, and the unit ventilators. The fans are located in the attic on the two ends of the main section. The auditorium, the gymnasium, the kindergarten, and the bandroom each have unit ventilators which supply heat and air for these rooms.

The control room is also a supply room. It connects the boiler room and with the boys' shower and locker room. The boys' and girls' showers adjoin the separate

dressing and locker rooms. The lockers are of special design for the storage of the athletic equipment and the street clothes of students. The humidity and the temperature in these rooms are controlled by special thermostats. By special adjustment of the thermostats, the locker rooms can be converted into drying rooms.

The toilets are conveniently located on the two floors, in the angular space at the junction of the main section and the wings. The electrical installation provides power and service outlets for the special types of machinery, projection machines, etc., used in the various classrooms, laboratories, shops, etc. The illumination has been studied to provide ample light for the special types of work in each room. The building is equipped with conduits for a public-address system.

One of the outstanding characteristics of the building is the remarkably efficient use of space. The architects, Foeller, Schober & Berners, who planned the building, deserve praise for the important part they played in harmonizing the entire project from the standpoint of efficiency and economy. The citizens of Algoma have not only done exceedingly well for the boys and girls in bringing them such comfortable accommodations, but they are doing equally well in making the quality of instruction and the materials of instruction correspond in quality to the building and its physical equipment.

Construction Data

Bids received July 17, 1934, and contract awarded August 1, 1934.

Building completed in summer of 1935 and occupied in fall of 1935.

Rated pupil capacity of the building, 750.

Cost of the building, \$191,502.37; cost of the equipment, \$20,351.07; total cost, \$211,853.44.

Architects and Engineers, Messrs. Foeller, Schober & Berners, Green Bay.



Auditorium, Algoma Grade and High School, Algoma, Wisconsin.

The Use of Visual Aids in Guidance in the Secondary Schools

D. C. Thornton¹

There seems to be some controversy at the present time regarding vocational education in the secondary schools. We consider it advisable at least, that there be both educational and vocational guidance at this level. Just where in the secondary school this guidance should begin can well be left to the whims of educational theorists. Teachers will not go far amiss in using available aids and devices for discovering and developing any special talents pupils in any grade may possess. For the purpose of this article, the use of visual aids in vocational guidance only will be discussed.

Opportunity for First-Hand Information

In no other phase of educational work is it more necessary that the pupil be given an opportunity to have first-hand experiences and information than in vocational guidance, especially in smaller communities. In the smaller towns, pupils are relatively isolated from opportunities for first-hand information concerning industries and many professions. They must be given more knowledge of these vocations than the local community affords. If the pupil cannot be taken to the shop, the business, or the profession, then the shop, the business, or the profession must be brought to him. There is no device better adapted for furnishing such vicarious experiences than the motion picture.

It was Thomas Edison who said: "My opinion is that in time the schools will be the principal users of motion pictures." His dream has come true, for the motion-picture industry has grown steadily until the art of photography and cheap reproduction have made motion pictures accessible to all institutions of learning.

Visual education is the imparting and acquisition of knowledge through the sense of sight. It is learning through seeing. Some of the best types of visual aids are pictures, charts, still films, maps, stereographs, moving pictures, and visits to museums and factories.

New Departments Organized

Almost universally throughout the country, schools have organized visual-education departments. Films have been made and slides prepared for use in almost every high-school subject. Most of the visual aids have some value in the way of educational and vocational guidance. The work of bringing this value to the attention of the pupil is in the hands of each teacher who too often fails to realize the guidance values, in her effort to emphasize other objectives of the aid or lesson.

In addition to the more general visual aids, many films have been developed particularly for guidance purposes. These give the student an excellent opportunity to see clearly, definite activities closely related to their particular studies in factories, plants, and industries. Probably it would be impossible for students to visit such activities in person and study at first hand the fields of interest to them, but through visual education they can see them in the classrooms. This eliminates the danger involved in taking large groups

through industrial plants and obviates any chance criticism that the teacher and pupils are spending too much time away from the school building. Visual aids should so enrich and train the observation of the child that he will want to learn more about the different professions or occupations.

Many of us are employed as classroom teachers of English, science, and history in high schools which have not as yet developed an organized program of vocational guidance, with its special teaching staff and classes. The only vocational guidance that our students receive is from those who, on our own initiative, have set aside some time to discuss vocations. It is obvious that such a situation indicates inadequate guidance. And yet, without any reorganization at all, our present machinery may be adapted for much greater guidance work.

One way of attacking this problem is to raise these questions: What occupations demand of their successful employees those skills, attitudes, or characteristics which my subject embodies? Can the English teacher fail to think of journalism? Can the history teacher fail to think of the position of "social worker" which has many meanings? Can any social-science teacher fail to think of the position of "social worker," which has many meanings? The list may be extended to cover a majority of present occupations, especially when the concept of vocational guidance is broadened to include a recognition of personality traits, attitudes, and characteristics, as well as skills.

Visual Aids as Part of the Program

What part can visual aids play in this scheme? There are many occupations. Some writers list a hundred main occupations and others subdivide the groups into more than a thousand. True, we may learn by doing, but the actual explorations of occupational fields would be a mighty task. By using visual instruction, it seems logical that our pupils could be brought into contact with the various occupations in a way that would be an approximation of actual exploration. We are all familiar with the old principle that seeing a thing done is an effective way of learning.

There are some criticisms of visual aids. In some cases, they appear to create a passive observing attitude, and at other times they decrease interest in nonvisual classwork. It is found that information is sometimes fragmentary and not well-balanced. However, these disadvantages may be overcome by intelligent supplementary teaching on the part of the teacher. A visual aid is only an "aid" and should be employed as a supplementary device when it can serve a purpose.

A few suggestions for utilizing visual aids in occupational guidance are offered here but may be accepted in an experimental frame of mind. Suppose we make a list of occupations which have a connection with our particular subject. This cannot be done offhand, but should be compiled over quite a period of time. The next step will be to classify the occupations in such a way that they can be integrated into the regular subject matter.

The practice of intensive vocational study for one week or within the time limit of one unit is far less valuable, it seems to me, than more extensive work carried on all through the year in close relation to the curriculum. It appears that such a method imparts interest to both the vocational and academic work. The next step is to plan ahead, so that the visual aids to be used will be ready, their content known, and the students prepared. The students may then observe the material, following which they can be asked to organize the material studied to a point of vocational usefulness. For this purpose, it is well to use some outline with such questions as, "What are the workers' opportunities? What are his requirements? What education must he have?" Vocational-guidance workers have prepared so many valuable outlines for study of vocations that to suggest one here would be merely to copy.

There is then a possibility of improving guidance work right in the academic classroom instruction. The close relation between seeing and doing can be utilized for securing vocational information by using the many available devices. Methods of procedure, emphasis, type of visual devices are all questions to be settled by the individual teacher.

A few of the many films now available for use in guidance are: *An Introduction to Mechanical Drawing, Apprentice Course, Art in Bookbinding, Behind the Scenes in a Jewelry Store, The Builders, Choosing Your Vocation, Craftsmanship of Stucco, Texture, The Doctor, The Engineer, The Executive, The Farmer, Furniture Making, Farming for Fur, Gem Cutting and Polishing, The Journalist, The Industrial Worker, Learning by Doing, Modern Shoemaking, The Moulder, Photo Engraving, The Salesman, The Skilled Mechanic, Weather Forecasting, What the Job Pays, Woman Worker.*

In addition to the few films listed, the United States Government and many large industrial concerns have excellent films which may be borrowed by educational institutions for the cost of transportation.

Every teacher, having a true guidance viewpoint, can do much in carrying on a small-scale guidance program, if she will correlate occupational and guidance information afforded by visual aids with her own particular subject matter, in discovering pupils' capabilities and special talents, and in counselling them wisely.

WHAT SCHOOL PEOPLE ARE SAYING The Matter of School Support

Perhaps the most critical over-all deficiency in the structure of public education in the United States is to be found in the great disparity in the extent to which communities have been able and willing to provide educational opportunities for school children. As between financial ability to support schools and willingness to do so, the former is by far the more important cause of this inconsistency between present practice in school support in the United States and principles of educational opportunity in a democracy.—*Dr. Francis G. Cornell, Teachers College, Columbia University, New York.*

Value of Judicious Criticism

In the case of teachers, criticism is more than ordinarily necessary because of the great prestige that they enjoy. In her classroom the teacher is indeed monarch of all she surveys. She is the source of knowledge, the center of authority. Under such flattering conditions most human beings tend to become opinionated and entertain delusions of infallibility unless the rein of judicious criticism is applied.—*Dr. Emil Altman, chief, medical examiner, New York, N. Y.*

¹Director of Visual Education, York, Nebraska.

American School Administrators Meet in New Orleans

Democracy the All-Pervading Theme

Democracy as a way of life, democracy in social life secured through democracy in economic and political life, and education as safeguard and positive agency for building these aspects of the democratic way of life—this democracy was the all-pervading theme of the convention of the Department of Superintendence at New Orleans, February 20 to 25. Although President Threlkeld built his program around outstanding leaders in educational thought and sought to develop no single theme, it was as he announced several times, significant of conditions that a single problem—that of democracy and its dangers—crept tiresomely into every general session. Except for this insistence upon education which shall permit neither the communistic nor the fascistic types of dictatorship to overtake our middle-of-the-road democracy, no really basically new ideas in educational theory came into the foreground; the types of progress suggested and insisted upon revolved rather around refinements and readjustments of old ideals and socio-educational expediencies which the changing economic and political scene seemed to demand.

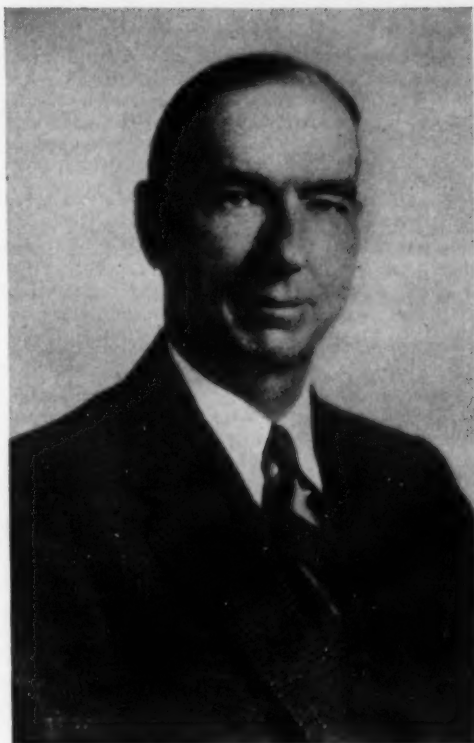
New Orleans and its efficient school administration provided a new type of hospitality, a hospitality so genuine and delightful that no city can hope to equal or imitate it. Warm sunshine, a well-appointed auditorium, numerous historic points of interest, a magnificent pageant, free transportation, a mass outdoor breakfast, and a children's parade were outward manifestations of the genuine welcome prepared for the second largest attendance which the Department has enjoyed since 1928.

In its business sessions, the Department revised its constitution, removed the old-time campaigning and the steering-group control from the election of president, took the first steps toward setting up professional qualifications for membership, and changed its official title to "The American Association of School Administrators." The formal resolutions adopted repeated the well-worn request for federal aid to education, reaffirmed the demand for the existing school program with re-establishment and some broadening of services. President Threlkeld handled the meetings happily and efficiently, and Secretary Shankland and his staff managed the routine business with satisfying efficiency. The exhibits were large—some 225 companies and organizations were represented—and in their sphere provided as significant and helpful educational information as the speaking program.

The Meetings

The Department solved to a satisfactory extent the problem of conflicts of a multiplicity of meetings by arranging that the conventions of associated N.E.A. departments and minor associations be held so far as possible as "curtain raisers" during the week preceding the convention.

After the happy welcome of Supt. Bauer and the equally fine response of Dr. Joseph Gwinn, the serious speaking program opened with an evaluation of the exhibits by Supt.



Mr. C. B. Glenn

Superintendent of Schools, Birmingham, Alabama, and President of the American Association of School Administrators

Homer Anderson, of Omaha, who pointed out that in addition to the teaching and listening functions of a convention, the seeing of new educational materials is important. Among the new things pointed out were improved textbooks and reference works, classroom furniture in which good posture and the conservation of eyesight are objectives, laboratory equipment which permits of duplicate use of tables, improved visual-education equipment and teaching films, new types of public-address systems, insulating materials, and acoustical wall finishes. Dr. Anderson spoke quite truly when he said that the exhibitors were providing not salesmen, but experienced individuals ready to consult and advise with schoolmen for the solution of educational problems.

Dr. George D. Strayer, in arguing for the building of a profession of school administration, urged that school boards and other appointing bodies set up professional standards for the superintendency, based on thorough professional, collegiate training. He argued too, that the Department should admit to its membership men and women who have passed the scrutiny of an admissions committee, and that ultimately individuals who violate a well-defined code of professional ethics be eliminated.

"The Cost of Chance," as a problem of modern life provided Supt. A. J. Stoddard, Providence, R. I., with a magnificent opportunity to urge that all planning for a better

democracy and for higher ideals of social and economic life must arise out of planning for education. "Planning," he said, "begins with an awareness of an issue to be met, a problem to be solved, a situation to be changed. There is danger lest we who administer schools develop a professional myopia which all but prevents our seeing the fundamental in its true perspective." Tradition must not blind schoolmen to hard, persistent thinking. Statistical processes must not supplant imagination and hard sense in the desire for progress. The opportunist and the dreamer must have a place. The experience of the past must develop forms of learning that have to do with true happiness. We must include our religion, art, literature, music, games, drama, all other forms to which the noblest thoughts and emotions of each generation become available to all men as tributes to their Creator and as gifts to posterity.

At the evening session on Monday, Supt. John A. Sexson presented an honorary life membership in the Department to Dr. John Dewey, who responded by discussing a number of principles of democracy which apply with peculiar force to the democratic administration of the schools. The fundamental principles and practices of democracy are changing, he said. It is necessary that teachers participate in the processes of administration so that there may be democratic methods of dealing with pupils on the part of the teachers and equally democratic ways of dealing with members of the teaching staff by superintendents, principals, and supervisors. While many teachers may not be ready to participate and thus guarantee the immediate success of such a policy, power will come here by exercise and continued practice.

United States Commissioner of Education J. W. Studebaker recited briefly ten problems of democracy which are at present crucial issues of education. The Monday night's session closed with a discussion of a three-point program for keeping America out of war, by United States Senator Josh Lee, of Oklahoma. To reduce wars to the minimum, it is necessary for the United States first, to control the preparation for war; second, to equalize the burdens of war so that the rich and especially industrialists, may carry the burden equally with the poor, and third, to stop the profits of war by special forms of taxation.

The Tuesday Sessions

While the general session on Tuesday morning sought to discuss the 1937 Year Book, practically all the speakers devoted their time to present social conditions. Harry Elmer Barnes painted a picture of European conditions ranging from deep purple as applied to Russia, France, Germany, and Italy, to a blood red for Spain. There is, according to Dr. Barnes, little of hope in our social thinking and in our institutional life, most of which dates back from a period more recent than the year 1800. In the United States there is no danger of revolution, because there are too few revolutionaries and they hate each other worse than they hate the reactionaries. The blaze of revolution and war may at any time destroy the western civilization in Europe, so that the United States will be the only country to carry on this western civilization. If our reactionaries

are successful in opposing rational social change, fascism and subsequent collapse are inevitable in the United States. The only solution of our problem is education which will courageously come to grips with the realities. Beyond arguing that education should solve these problems, Dr. Barnes naturally did not present specific suggestions.

In the evening session on Tuesday, Dr. George Norlin, president of the University of Colorado, interpreted at length the principles of democratic society and suggested the application of these to education. The theme again revolved around democracy which would admit of neither the tyranny of communism nor the tyranny of fascism.

Dr. William F. Russell of Teachers College, Columbia University, described dramatically the present political and social situation in France, and the necessity of a reasonable program of social reform in the United States which will effect small, but certain, net social advance.

Dr. Charles H. Judd, of Chicago University, who closed the meeting, struck a practical note in discussing ways and means of reconciling the views of educational theory and practice. He pointed out that greatest divergencies of view revolve around such problems as proper support for the schools, the place of vocational education in the school program, the conflict of jurisdictions such as the Federal Government, and the states and local school districts. These and other questions can be answered satisfactorily only if educators will look below the surface indications and discover that at the bottom there is a genuine desire to find real solutions. Interests of individuals must be set aside and basic principles of organized behavior must be discovered and followed.

The Wednesday Morning Session

On Wednesday morning, Dr. Jesse H. Newlon, in discussing "The Importance of a Point of View in Educational Administration," urged that the educators must have a democratic outlook if the schools are to educate for democratic life in a democracy. The people of Russia, Italy, and Germany have succumbed to the control of the authoritarian state and are perpetuating communism and fascism by autocratic methods of education. Boards of control of American schools must apply truly democratic procedures and must themselves represent all classes so as to permit of an objective and critical examination of the *status quo* in the light of the democratic ideal. Teachers must participate in the formulation of policies, because it is in public interest that every important source and experience and knowledge be tapped in developing the program and the procedures of the schools. Teacher participation results in better policies and better teaching. There must be a differentiation of the function of policy-making and the function of administration. The participation of teachers must not be unduly time consuming, burdensome, or irresponsible. Authority must be delegated by the boards of control through the executive. There must be co-operation and wholehearted acceptance of responsibility.

If Dr. George S. Counts has been criticized for radical views on democracy, communism, etc., his address of Wednesday morning on "The Prospects of Democracy" showed that on occasion he holds intensely progressive, but at the same time peculiarly sane views on the principles of democracy as applied to present political, social, and economic problems. Basing his criticisms of European conditions as seen during a six months' trip from which he has just returned and limiting his discussion of present American conditions to a review of the history of democratic institutions from the close of the Revolutionary War to recent times, Dr. Counts made a vigorous defense of the American way of life, of the need of economic and social reforms, and finally of adjustments in our political life which will assure us of civil liberties. He concluded his paper by laying down the following five propositions: (1) Government must carry out popular mandates quickly and exactly. (2) The distinction between dictatorship and democracy must be clearly understood. The essence of dictatorship is the suspension of civil liberties and rule

by police power. Of this there has not been the slightest trace in America. (3) The civil liberties, particularly freedom of speech, press, assemblage, petition, and security of person, must be guarded as the most precious heritage of democracy. (4) The police and military power must be the monopoly of the government and must not be allowed to be usurped by private armed forces. (5) The system of education must become a more effective force in the development of democracy.

The Final General Session

Superintendent O. C. Pratt of Spokane, Washington, and president of the N.E.A. opened the session of Thursday with a discussion of the present educational scene in which the viewpoint of a practical administrator gave evidence of workable approaches to the existing elementary and a secondary-school situation. "It is not the function of the school," he said, "to hamper or hasten social change. Change there will be, accompanied with growth, development, adaptation, and change. Teachers do not possess the wisdom or foresight to predict what social problems will be most pressing in fifty or even ten years in the future. It is the business of the school to help children solve problems which belong to them now and to prepare them to deal adequately with the future." Dr. Pratt opposed a type of academic freedom which will permit the teachers to inject personal bias or propaganda into their teaching of the present truth. He argued that to teach the whole truth of communism is to condemn it, as compared to our American ideals of life.

In a series of brief addresses three practical city superintendents urged solutions for present problems. Superintendent C. R. Reed of Minneapolis took up "Obstacles to Progress in School Administration." Mr. James M. Spinning outlined the program for securing the actual co-operation of teachers in solving administrative problems of city schools, which he has in operation in Rochester, New York. Superintendent W. A. Sutton, of Atlanta, described his method of dealing with problems arising from factionalism in the board of education, the development of continuous administrative policies, the improvement of business administration, the improvement of relations with teachers, the handling of pressure groups and the adjustment of personnel for efficiency.

The final speaker, Mr. Hendrik Willem Van Loon, proved himself to be an original humorist and a genial philosopher whose sallies rather sugar-coated the enormously serious truths which he repeated concerning the education of children for personal responsibility and the necessity of compelling the home and the parents to assume the first responsibility for the educational growth of children. Mr. Van Loon suggested as a new slogan for America, that children be made to understand that they are blessed because they are privileged to live in a land of responsibility.

The Discussion Groups

The discussion groups which were scattered far and wide over the city of New Orleans, did not attract the audiences which they deserved when the intensely practical subjects, as well as the outstanding character of the speakers, are considered. The wisdom of carefully planning these groups for the balanced consideration of outstanding present problems was amply proved by such sessions as those held by Division I on "Business Administration of Schools as Applied to Materials and Financing"; Division VI on "School Finance"; Division IV on "Status of the Superintendent." Among the suggestive papers were the discussions of "Teacher Participation in School Administration," by Dr. George D. Strayer; "Evaluation of School-Building Financing Methods," by Prof. N. L. Engelhardt; "The Planning of Cafeterias," by Charles L. Barr, of St. Louis; "The Planning of Science Laboratories," by R. V. Long, of Richmond, Va.; "Teacher Tenure," by Supt. H. L. Gerling, of St. Louis. In all, the discussion groups heard more than two hundred speakers.

The Business Meeting

The practical affairs of the Department have been well organized for many years by Secretary S. D. Shankland. The offices and the important

committee positions have been in the hands of outstanding leaders, but the organization as a whole has rarely expressed itself in a truly democratic way in the election of its officers, the preparation of resolutions, etc. Dr. Paul C. Stetson, of Indianapolis, rendered the Department a lasting, beneficial service in revising the constitution and in setting up a method of election which will preclude group control no matter how able or well-intentioned. The Department in the future will be known as The American Association of School Administrators—a department of the National Education Association. Presidents of the Association will be chosen by a primary preferential ballot, conducted by mail.

The Election

In spite of the discussion concerning the method of election, Supt. C. B. Glenn, of Birmingham, Ala., received the sole nomination for the presidency, and Supt. J. W. Ramsay, of Little Rock, the sole nomination for the second vice-presidency. In the contest for membership of the executive committee, Mr. Jesse H. Mason, of Canton, Ohio, was chosen over Supt. E. W. Ireland, of Somerville, Mass.

The Resolutions

The resolutions restated in substance the previous position which the Association has taken on federal aid and the scope of the school program. Supt. O. W. Haisley, Ann Arbor, Mich., caused to be adopted a resolution for the appointment of a committee to study a method of limiting the membership to professional school administrators.

The Entertainment

Southern hospitality was never more generously expressed or more thoroughly appreciated than during the convention. A pageant, "The Glory of Dixie," was offered on Sunday evening by high-school pupils; a shower of camellias provided a colorful spectacle on Monday; about three thousand members of the Association partook of a Creole breakfast under the old Dueling Oaks at the City Park on Wednesday morning; Negro spirituals were beautifully sung by three hundred colored pupils on Wednesday evening. A fitting close for the week was the Parade of the Krewe of Nor, in which several thousand school children repeated the colorful children's parade of the Mardi Gras.

The Exhibits

The exhibits, which Dr. Homer Anderson described in his address, brought together nearly 225 publishers, manufacturers of school furniture and equipment, and producers and sellers of teaching materials and services. The genuinely educational character of the display was carefully emphasized. The annual exhibitors' banquet provided a deserved but belated recognition of the outstanding educational service which Dr. William McAndrew has rendered as principal, as superintendent of schools, as author and editor, and as lecturer. Dr. McAndrew's colorful career and his continuing battle against politics and other destructive forces in the schools is well deserving of all the recognition which the educational interests can give it.

The Attendance

It was conservatively estimated that the attendance over the week's period from February 17 to 25, brought to New Orleans between 12,000 and 13,000 educators in administrative and supervisory positions. The *New Orleans Item*, in reporting the start of the convention, declared that it would cost a cool million for transportation, housing, and other outlay incidental to attendance.

It is expected that the next convention will be held in Philadelphia.

PASSING OF JOSEPH HIXSON

Joseph H. Hixson, director of school buildings and grounds for the New York State Department of Education, died suddenly at his home in Albany, on February 18, following a stroke. Mr. Hixson was born in Cambridge, Ohio. He was a graduate of Ohio State University and held the Bachelor of Science degree, the Master of Arts degree, and was also given the Ph.D. degree by Ohio State University.

School Administration in Action

Talking Movies for the Public in the Community High School

Gerald E. Nord¹

It has been said that the high-school building should serve the community in all public respects besides those which have to do strictly with education. If there is need for a lecture hall, the high-school building with its auditorium is available and should be utilized. If local service organizations or community social functions require the use of a meeting place, the school building is the most logical answer to their need. The reasoning behind this sort of argument is sound and practical, and for agreement generally it is only necessary to mention the public's investment of funds in their school buildings and mutual taxation for their support. The people pay the bill—why not then let the people use the buildings?

For many years, the Borough of Bessemer, Pa., has been without a local motion-picture theater. After the completion of the new high-school building with auditorium in 1926, the feasibility of running weekly movies in the school was studied by the board of education, the supervising principal, and representative citizens. The new auditorium contained a fireproof projection booth with room enough for two machines. The question now became one of buying the machines, getting film service, and providing an operator to run the pictures.

The committee felt that by providing the school with the means of furnishing to the public motion-picture entertainment, not only would it be possible to control, in a measure, the type of feature productions shown, but that it would also benefit the community socially, in that the school's environment would be more wholesome than that of the typical commercial theater. The matter of income, or profit, to the school as sponsor was considered to be of secondary importance.

Preparation for Silent Films

The committee sponsored a subscription campaign for voluntary contributions to the projection-machine fund, and the town was canvassed. In a few days enough money was raised to purchase two standard theater projectors, which were subsequently installed, ready for operation. A roll-type screen was purchased; a film cabinet and reel winders were secured; the electrical connections were made; and everything was ready for the initial showing. A former local operator was hired to run the machines pending the licensing of a school operator.

The films were engaged by the supervising principal, who arranged with the film companies to supply the school with lists of desirable subjects. Usually, a feature picture of six or seven reels was booked, in addition to a comedy of one or two reels, and a travelog or short subject of an educational nature.

From the start, the community showed its appreciation by attendance. Admission prices were then higher than at present—fifteen

cents for children and 35 cents for adults. But for about four years, the public continued to be furnished with a high type of silent motion-picture entertainment, sponsored by the high school and carried on with the high purpose of emphasizing its educational value, and limiting its commercial aspects. To list the pictures shown it would be necessary to print here a directory of the finest films of those years. The services of a local pianist were secured and popular song numbers were played each week. This proved quite satisfactory since it served to approximate the atmosphere of musical accompaniment at the commercial picture houses.

With the advent of sound in pictures, came a decreasing interest in the silent productions such as the school had been running. The public would not patronize the silent pictures so long as it was possible to go to nearby towns for talkies. Furthermore, it became increasingly difficult to purchase films of the old variety. The producers gradually stopped releasing silent prints. As a result, the school's motion-picture enterprise began to fail. By the end of 1930, it became necessary to withdraw entirely.

For three years, the projection machines stood idle. Some casual investigations were made relative to the cost of installing sound equipment, but it was thought that the necessary investment would be prohibitive. The use of the old machines was now limited to educational pictures for school functions, but this was never quite satisfactory because of the extremely difficult problem of darkening the auditorium.

A few attempts were made to revive public interest in the silent pictures in connection with several community functions, but these efforts proved to be futile. People simply would not come to see even stars of such magnitude as William S. Hart, performing his old-style western miracles, unaccompanied by words and music. Those who did attend were surprised to find how dull the program seemed after they had become accustomed to the talkies.

A Beginning in Sound Pictures

In the fall of 1934, a real effort was made to get sound pictures for the high school. One day a former theater man from a nearby town came to the school office with an offer to operate sound movies in the high school every week, using portable projectors and equipment of his own, if the school would provide the auditorium, electricity and fuel, besides handling the admissions. This would be on a percentage basis, with the producer himself taking care of all the booking of pictures, advertising, and operation. He could do this, he said, because he had formed a circuit of six schools, in each of which he would operate on a set evening every week.

With two portable projectors, showings were begun. People were immediately interested and



Mr. G. N. Hufford
Superintendent of Schools—Elect,
Joliet, Illinois.

MR. HUFFORD GOES TO JOLIET

Mr. G. N. Hufford, formerly science instructor in the Joliet Township high school, has been elected superintendent of schools at Joliet, Ill. Mr. Hufford who succeeds H. A. Perrin, was selected from a list of forty applicants.

Mr. Hufford, a native of Patriot, Ind., was graduated from Hanover College in 1914 with the A.B. degree, and from the University of Illinois in 1916.

He entered the teaching field following his graduation from college, going to Paw Paw, Ill., as high-school principal. In 1916, he was made superintendent of the high and grade schools of Paw Paw. In 1917 he was in service in the U. S. army overseas. In 1919, he became high-school principal in St. Charles, Ill. He remained there until 1923, when he was appointed as an instructor in biological sciences in the Joliet Township high school.

Mr. Hufford is completing work for the doctorate at the University of Chicago. He has been an active worker in student extracurricular activities and has assisted in the coaching of football and other sports.

came in large numbers, at first out of mere curiosity, and later out of habit. The results were more than satisfactory. The sound was good, the pictures were of a high type, and the people showed interest and appreciation by continued support. Ten cents for children and twenty cents for adults were the prices set for admissions. Between three and four hundred people were in regular attendance each Saturday evening. The amount received by the school was 40 per cent of the gross receipts. This money was used for the school's athletic fund. Some thirty features were exhibited during the school year 1934-35, and three hundred dollars were added to the athletic fund.

The following year, 1935-36, a new management took over the productions, but the programs were as before, except for a change in the percentage arrangement. With the advent of slightly better quality pictures, more money had to be paid the film company, and in consequence the new share which the school received was to be 30 per cent of the gross after the deduction of the state amusement tax. Better crowds, however, increased the total receipts to such an extent that the school's lower percentage did not materially change the amount received.

Success of the Experiment

Under the new system, it has been possible to show the best features currently popular, only two or three months after the date of

¹Supervising Principal, Bessemer, Pa.

release. The proceeds to the school are set aside toward the ultimate purchase of sound equipment which will be the property of the school. In the meantime, the school still owns the original silent projectors, which are simply collecting dust.

One of the satisfactions derived from this experience has been the increasing interest of the patrons. For six weeks during the past fall, circumstances prevented the showing of pictures, during which time many persons inquired why the shows could not be resumed at once. As soon as they were started again,

the audiences proved to be bigger than before.

Through it all, it has been the aim of the school and of the concessionaries to keep the program above a mere commercial level. No outrageous advertising has been permitted, and no ballyhooing has been resorted to. People have enjoyed the pictures in an environment not objectionable, and in the knowledge that they will not see an objectionable film. It has been considered a part of the school's community-service function, and as such has won a place of high regard in the estimation of the people.

Practical Insurance Economies

Allen P. Burkhardt¹

Practically every school board in the United States is faced with the necessity of insuring the school buildings and equipment belonging to the school district. Too often little or no attention is given to this matter. The first concern of most boards is to see that the property is fully covered; the cost is taken for granted, it is listed as a fixed charge and the assumption is that it probably cannot be changed greatly. This assumption, however, is not always correct. Great savings can often be effected even in a fixed charge such as insurance.

How Savings Were Accomplished

The Norfolk, Nebr., board of education has been able, during the past five years, to

reduce the schools' annual insurance cost approximately 70.5 per cent, making possible an annual saving of \$1,441.78. The cost of fire, windstorm, and hail insurance for the year 1931 was \$2,043.69; for the current year it is \$601.91. This figure represents only 29.5 per cent of the 1931 insurance cost. This reduction has been possible in spite of the fact that during 1932 three new school buildings, two 8-room and one 4-room, were erected. The question might arise as to whether or not the buildings and equipment are now properly and fully insured in reliable companies. In order to answer that question, and because school insurance is a universal problem confronting school boards, the writer wishes to explain how this saving has been made.

Toward the close of 1931, all insurance on

buildings and equipment expired. It had been written for a period of three years at a total cost of \$6,131.07. Had this insurance been rewritten in the same manner, the board would have had to pay out over six thousand dollars at one time, which during the depression or any other year for that matter, would have meant a considerable increase in the budget.

Since it was felt that the insurance program should be adjusted so that the expense would be taken care of from year to year, a study of the insurance situation was ordered. The final result of that activity is the present 5-year insurance program, which brings about an annual saving of \$1,441.78.

In 1931, a total of \$705,000 worth of insurance on buildings and contents was carried. It had been years since an appraisal of buildings had taken place. The board immediately ordered an appraisal and appointed a competent outside appraisal board consisting of an architect and a contractor. As a result of their work, a considerable reduction in the amount of insurance carried on buildings was made, even though three new buildings were constructed during the period of the survey. The superintendent of schools, through his secretary, provided an up-to-date inventory of the equipment and supplies. The services of an insurance expert were then secured at no expense or obligation to the school district. He acted as a consultant and adviser, offering technical help whenever necessary. With his aid several thousand dollars' worth of property formerly classified as equipment was classified as building. Since the rate on equipment is considerably higher than the building rate, quite a large saving was effected in this manner. When the final adjustment was made, instead of a total of \$705,000 worth of insurance on buildings and equipment, the amount was reduced to \$514,400. Of this, \$510,000 worth of insurance was written under a blanket form by the various companies handling the insurance. Insurance, amounting to \$4,400 covering certain frame buildings, such as garages, annexes, etc., was written separately, because of the extreme difference in type of construction, and because of the difference in the use made of the buildings.

Making Rate Adjustments

After everything possible had been done relative to appraisal of buildings and equipment, attention was turned to rate adjustments. Rate schedules were carefully studied with the aid of the insurance expert. Several rate penalties were removed which had proved costly to the district but which could easily be remedied. For instance, the use of approved gasoline and ether containers caused a saving of more than \$100 over the policy period. Other penalties were also removed with a consequent saving in each case. It might appear that these penalties should have been removed long ago, but unfortunately rating bureaus do not call the attention of school officials to the causes for these rate penalties, neither is the attention of the school officials called to changes in rates unless some insurance agent takes the pains to do so. Therefore, changes can take place without the school officials knowing about them. It is in such cases as this that a conscientious insurance expert can be of great help.

New Insurance Placed on Five-Year Basis

In order to distribute insurance costs equally through the years, and to secure the lowest possible rate, all insurance was written on a five-year basis with one fifth coming



The Dayton, Ohio, Board of Education in Session.

Officers and members of the board of education of Dayton, Ohio, are shown at their organization meeting. Left to right around the table: Otterbein Creager, Dr. Franklin L. Shively, Miss Corrine L. Borchardt, clerk-

treasurer; Miss Nelle M. Breidenbach, stenographer; A. Joe Levy, re-elected president; Richard L. Withrow, elected vice-president; Supt. Claude V. Courter, Mrs. Mary McCray, and Thomas B. Mitchell.

¹Superintendent of Schools, Norfolk, Nebr.



Springfield Board Reorganized for 1937.

The board of education of Springfield, Ohio, has reorganized for the year 1937. All the members were re-elected, with the exception of Mr. E. H. Huffman, who resigned at the annual meeting. The members and other school officials (clockwise around the table) are as follows: Joseph W. Spahr, Mrs. Alnora A. Braun, Mrs.

Nettie Fay, elected vice-president; Dr. C. W. Evans, re-elected president; Clarence A. Corwin, assistant superintendent of schools; Edwin H. Huffman, who resigned at the meeting; Homer L. Stevens, superintendent of schools; Henry F. Shultis, director of schools; and Miss Mildred L. Hartman, clerk.

due each year. Under this plan, five years of insurance may be had at the cost of four. During the past five years, whenever general rate reductions have been declared, all insurance has been rewritten in order to take full advantage of the reduction. The combined fire, windstorm, and hail rate paid by the board in 1931 was .8825 on three-year policies, while the present rate on five-year policies is .561. Part of this reduction has been caused by general rate reductions throughout the state, and part by the removal of all rate penalties which it has been possible to remove. The classification of as much property as possible as buildings instead of equipment has also had its effect. All policies, as had been the custom in the past, were written under 80 per cent co-insurance clause, and the saving effected through the use of this clause is quite remarkable. According to the insurance expert¹ aiding with this insurance program, following are the coinsurance credits applying on buildings and contents:

Ordinary Construction			
Building	Fire	25	per cent
Contents	Fire	15	per cent
Building	Tornado and hail	60	per cent
Contents	Tornado and hail	60	per cent
Frame Construction			
Building	Fire	10	per cent
Contents	Fire	10	per cent
Building	Tornado and hail	60	per cent
Contents	Tornado and hail	60	per cent
Fire-Resistive Construction (Wind-resistive)			
Building	Fire	70	per cent
Contents	Fire	50	per cent
Contents	Tornado and hail	78	per cent
Building	Tornado and hail	78	per cent

¹Mr. Clive Heckenlively, Kearney, Nebr.

In case a building is of semiresistive and wind-resistive construction, the credits applicable are an average of the above figures.

The savings effected in insurance in the Norfolk schools can likewise be effected in other districts. It can only be done in districts where insurance is handled on a businesslike, impartial basis. It cannot be accomplished where boards feel obligated to give insurance to friends, or where insurance men on the boards insist upon having all the business themselves. In order to place the distribution of insurance on an entirely impartial and businesslike basis, the Norfolk board distributes its insurance to the local agents, on the basis of premiums submitted to the county clerk for taxation purposes by the various agents in the city. Before insurance is rewritten, the county clerk is asked for a list of all agents and the amount of premiums that have been submitted for taxation purposes by these agents. Insurance is distributed in direct proportion to the amount of premiums thus submitted. This plan causes the insurance to be distributed fairly and impartially. It precludes any chances of favoritism or unfairness. The work in connection with writing or rewriting of policies may either be handled through the superintendent of schools or the business manager, or it may be turned over to an impartial insurance expert. In the case just discussed the insurance expert takes care of all details, which has relieved the superintendent's office of an immense amount of work and has apparently proved satisfactory to all concerned.

The writer feels that boards of education, business managers, and superintendents have the definite responsibility of operating the schools under their supervision as economically

as possible, without depriving the children of any educational advantages. In order to do this savings should be made in budget items as far removed from instructional services as possible. Such savings will not cut down on necessary equipment, textbooks, or supplies, and will not, because of low salaries, man the schools with underpaid, incompetent teachers with a consequent loss of educational efficiency. A reduction of more than 70 per cent in the annual insurance bill can do no harm, as long as buildings and contents are still properly and correctly insured, and it releases a considerable sum to be used for more definite educational purposes.

SUPERVISION IN THE HIGH SCHOOL

Mr. Harold Spears, associate superintendent of schools at Evansville, Ind., has prepared an outline of five specific supervisory services which heads of high-school departments are expected to render. "The time has passed," writes Mr. Spears, "when classroom visitation and follow-up conferences are the limit of the supervisory services. The classroom visits merely set the stage for a multitude of helps which the department head can give as professional leader and spokesman for the instructors in his division of the high school. The department head renders specifically the following five groups of service":

Supervisory Services

1. He assists teachers in making full use of materials.

Are teachers following the courses?

Are they making proper interpretation of the courses?

Are they making use of all available reference books?

Are they making full use of bulletin boards and maps?

Are they making full use of slides and films?

Have they seen all the possibilities in field trips?

Has the most effective assignment of rooms, bookcases, and books been made?

2. He gives teachers suggestions about classroom methods.

Has he secured for them the latest references on methods of teaching in that field?

Has he encouraged those who have more than one section of a subject to experiment with one method in one class, one in another, on a scientific basis?

Have teachers exchanged ideas on methods?

Are they following common department aims?

3. He leads the way in testing.

Have the tests and testing methods of each been studied?

Have model tests been given them, improving on present testing?

Have the relative merits of different type tests been weighed in respect to the field?

Has he encouraged regular and intelligent use of the Iowa Silent Reading Test scores?

Has he revealed the many uses of tests? Ninety-nine per cent of those now given are merely for grading pupils.

4. He leads the way in adapting instruction to individual differences.

Has he revealed the degree and types of variation among pupils?

Has he revealed possible ways of caring for differences in abilities and interests?

Are they aware of the possibilities in making adjustments through the homeroom adviser?

Do they realize the necessity of establishing desirable study habits?

5. He acts as a leader in professional growth.

Are the new teachers aware of the importance of participating in extracurricular activities?

Do they show a professional attitude, demonstrate professional ethics on all occasions?

Are they being shown examples of good teaching?

Do they see their field in its relationship to the entire educational program?

THE AMERICAN School Board Journal

Edited by Wm. Geo. Bruce and Wm. C. Bruce

Shall the State Superintendents Be Appointed or Elected?

SEVERAL state legislatures are being asked to abolish the elective plan of choosing the state superintendent of schools and to make the office appointive. The proponents of the change are both educators and public-spirited citizens who are convinced that the popular election of the state's chief school executive cannot be depended upon to bring forward the most representative candidates for this important office and does not, as a fact, result in the choice of the best candidate. While in some states, the nonpartisan idea has prevailed to the extent that very satisfactory men have been chosen and returned to office, it is inherently dangerous to expose the office to the heat of a campaign in which directly, or indirectly, partisan politics and other extraneous influences will determine a choice.

The opponents of popular election admit that the appointive plan is not without its dangers. A governor or a legislature may readily succumb to political influence, to logrolling, and to unfair manipulation. But such danger is most completely obviated by placing the appointment in the hands of a carefully balanced state board of education made up of high-minded men and women chosen for long terms on a nonpartisan basis.

A state superintendent is primarily a professional executive charged with highly technical duties. He need have no elements of popular leadership as a vote-getter or spellbinder. Party label is no advantage. Even ability to manipulate a legislature is no major help to him, important as this may be under many circumstances. The office does require a thorough philosophical understanding of education and social welfare, magnificent statesmanship, and those deep and lasting qualities of professional leadership which will cause a highly qualified state board of education and the local professional educators to accept the superintendent's program and his policies over a long period of years. States like New York, Delaware, Connecticut, Minnesota, and Massachusetts, have demonstrated that so long as a properly constituted state board is given freedom in the choice of a superintendent, a highly trained and scholarly educator will be chosen and will render distinguished service to the state and its children.

The City-Manager Plan and the Schools

THERE has been much discussion in recent years of the city-manager plan, and some experiments in the main confined to the medium-sized cities, have been pointed to as evidence of its value in advancing the financial status and the physical governmental services of the communities. But neither the theoretical correctness, nor the general experience of city-manager-controlled communities have led to a general acceptance of the plan. It is still a controversial question,

which may be due to the political attitudes of the communities that cling to the older forms of organization.

It is claimed by the proponents of the city-manager plan that "sixty cities in the United States have had managers for 20 years or more. One fifth of all cities over 10,000 population now have such a plan. Only 21 out of a total of 459 cities in the United States have abandoned the plan." Those who oppose the plan hold that it smacks of dictatorship and is on the whole highly experimental.

Whatever may be said for or against the plan, it cannot be contended with any degree of success, that the school systems would be benefited by placing their administration in the hands of the city managers. The latter are essentially engineers who deal with the physical side of the municipality. There is no assurance that they possess either the training or the understanding to manage school systems.

There are phases of the school government of a city which are more important than the purely physical aspects of school-plant management, purchasing and distributing of equipment and supplies, budgeting and financing. Even the long-range fiscal and tax policies are secondary to the basic educational policies and the instructional program which the schools must provide for the self perpetuation of an intelligent and moral citizenship, a citizenship which can carry on the democratic processes of self government and gradually raise the social, economic, and spiritual status of the whole for the ultimate welfare of each individual. All of this requires not an engineer but a truly representative school board which has as its chief executive, a competent, farsighted professional superintendent.

What of Progress in School Administration?

A GLANCE over the history of school administration in the United States covering the past half century, will bring to the surface some decided forward movements. As far as the progress made applies to the administration of the common schools, it will be found that there has been gradual evolution in the clarification of scope and function as applied to the several controlling factors.

It must be admitted that the conception of that democracy, which is basic in the country's system of popular education, found a somewhat peculiar expression in the administrative setup of a half century ago. It held to the thought that every member of a board of education had a direct voice in every phase of the government of a school system, and that the spirit of democracy was best demonstrated in an immediate participation in all its operations.

Thus, the school-board member took it upon himself to appoint teachers, adopt textbooks, and tinker with the course of study. The change came with the growing consciousness that the layman was not fitted to perform a professional service. The superintendent of schools was after all, more than a mere clerk of the board. He was slowly recognized as an educator who must be clothed with authority to administer the schools and be held responsible for results.

At this point, it may be said that progress in this direction had its best impetus in a better selection of board-of-education members and the effort in the recognition of a higher type of citizenship in the makeup as a basic consideration. The selection of members at large instead of by wards or districts,

smaller boards in place of large, cumbersome bodies, and longer tenure of office, contributed much to a better understanding of the relationships that must obtain if an efficient administration of a school system was to be attained.

While much has been accomplished, perfection has not been reached. Weak spots are revealed in sections where the modern board of education is subject to partisan political influences, and where the school system is in effect a part of the municipal government rather than a separate administrative unit.

The weakness which school-administrative bodies manifest here and there, may still be traced to the fact that in the earlier stages in the creation of boards of education, political partisanship is resorted to. The board member, who is elected to his office under party auspices, is inclined to yield to the partisanship idea in organizing the body as a whole. It is not a wholesome situation when it is announced that one or the other political party is, by virtue of its numerical strength, in control of the board of education. Or, to find an interrelation with a municipal government whereby the mayor becomes the presiding officer of the board.

The influences which grow out of a dependence upon party policies and are likely to come into play may, and sometimes do, extend themselves into the choice of school administrators, teachers, and janitors. The personnel of a school system must be chosen upon character and fitness, rather than upon party affiliation, if true success is to be achieved. Politics must be eliminated.

What About Delinquent Taxes and the Schools?

WHILE the subject of taxation has always constituted a vexatious problem, it has unquestionably received unusual attention in recent years. That problem concerned itself not only with the matter of adequacy, namely, an ample revenue yield, but also with the elements of uniformity and equity.

If the property tax as the basic revenue producer, is said to be in a state of decadence, then the depression period through which we have passed has accentuated that fact. The number of tax delinquencies throughout the country has risen in proportion to the call for a new and pressing solution. Thus, a series of pertinent questions may be asked.

What shall be done with the millions of parcels of land on which taxes have not been paid for several years? Shall they remain upon the books of the tax authorities as taxable property, or shall the tax charges against them be charged off as uncollectable? Will it not be more practical to adopt the latter course, pocket the loss, start upon a new course of procedure, and begin to sell the parcels to prospective home owners?

These questions grow out of some of the failures of the property tax, and must be met by those in charge of the taxing machinery of the thousands of units affected by them. There can be no doubt that the retention of property upon which the taxes have been defaulted can only lead to misconceptions as to the total taxable wealth of a community.

The question may also be advanced at this point as to the interest which the schools may have in this phase of the country's tax situation. The answer must be that the schools are vitally concerned in a method of taxation that is equitable

and that will provide for education all that it is entitled to. The fraction of the public moneys which must go to education is sufficiently large to warrant a deep concern on the part of school authorities on all questions relating to the property tax.

It may develop that out of the tax delinquencies through which a village, city, or county has come into possession of considerable property, some of the parcels of land may be well suited for new school sites, athletic fields, or playgrounds. School authorities ought to be informed as to what properties have passed from private to public ownership and consider their possible utilization for school purposes.

Quo Vadit—School Administration?

THE students in the field of school administration who have looked upon the progress made in recent years with some satisfaction are now looking to the future and are seeking to analyze the trends and influences at work today and the problems that still remain to be solved.

If the tendency in the more recent past has been to clarify the scope and function of the modern board of education, and at the same time, establish the superintendent as the educational expert, it still remains that some of the relationships thus established are believed to be subject to further refinements and changes.

At any rate, there are educators who hold that in any discussion of the relationships between the school administrators and the professional workers, certain trends are now at work which must sooner or later be dealt with. These concern themselves with the question of teacher participation in the administrative policies and direction of a school system.

The proposal, for instance, that the teaching element have representation in the board of education, has been exploded as being illogical and unsound. There is, however, a desire to bring the professional factors into closer relation with the administrative. Definite benefits are here predicated.

In a recent public address, Dr. Fred Engelhardt, specialist in school administration, pointed to the fact that the trend toward a closer affiliation between the professional and administrative factors is clearly manifest. What definite form it will ultimately take he was unprepared to say.

While this movement represents inward growth, namely, to bring the teaching profession into a more co-operative attitude toward the administration, there was also, Dr. Engelhardt contended, a decided pull in the direction of outward alliances and connections. Here he was frank in asserting his disapproval of alliances which draw the professional workers into other movements that foster mere economic welfare rather than educational progress.

It remains to be said that whatever further improvements and refinements are to be looked for in the field of school administration, that these must contemplate the educational advantages to be achieved. Such achievement cannot come out of a confusion of the function which is essential in the professional worker on the one hand and the administrator on the other. Only a co-ordination of the several functions, administrator and schoolmaster, executive and employee, press and public, can result in a truly efficient school system. The real objective must be borne in mind by all if success is to be obtained.

School Boards in Convention

NEBRASKA SCHOOL BOARDS DISCUSS STATE AID AND MORE UNIFORM EDUCATIONAL OPPORTUNITY

The Association of Nebraska School Boards and Executives held its eighteenth annual convention January 19 to 20, in the Cornhusker hotel, at Lincoln, Nebr. A group of 150 school executives and board members was in attendance at the two-day session devoted to the discussion of school problems.

Following greetings by Dr. Benjamin F. Bailey, president of the Lincoln board of education, the meeting opened with a talk by Mr. C. K. Morse, of the State University. Speaking on the subject, "Let Us Look at Our Schools," Dr. Morse urged school boards and the association of school boards to adopt standards of school construction, teaching, school health, and other general problems. "The Association," said Dr. Morse, "should demand legislation to make it mandatory that the selection of school sites and the plans for construction of schools be determined with regard to adequacy, safety, accessibility, and environment." He pointed to the need of competent staffs in schools and held that teachers should have an adequate living wage, reasonable retirement insurance, sick leave, and should have protection for the free exercise of religion.

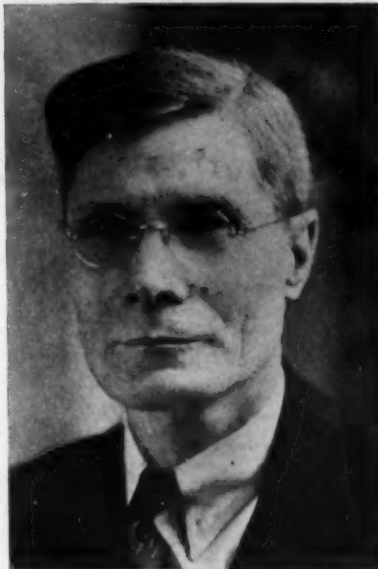
Mr. M. S. McDuffee of Norfolk, who followed, spoke on the subject, "Diverting School Moneys," in which he emphasized that the board-of-education lands and funds had lost considerable sums in interest, and he urged that these losses be replaced by the state. "The time is ripe," he said, "to stop waste of school funds, prevent new losses, and work out a new, sound financial system for schools of the state." He decried the suggestion of state officials to use school funds to buy delinquent state-fair board warrants on the grandstand and said that the funds should be invested only as specified by the legal limitations upon them.

On Tuesday afternoon, President Edward E. Carr, of North Platte, read his annual report on "Proposals and Needs," and Dr. Charles F. Dienst, deputy state superintendent, spoke on "Improvement in the Administration of the Public School and Institutional Trusts." Supt. M. C. Lefter, of Lincoln, spoke at the evening session on "Financing Public Education," and was followed by Judge Fred Wright, of Omaha, whose subject was "Our Responsibility to the Children of Nebraska."

At the second day's session on Wednesday morning, Prof. Paul W. Harnly, of Grand Island, discussing "Liberalizing College-Entrance Requirements," pointed to the lack of harmony between colleges and secondary schools. He proposed that colleges offer more courses in supplement to high schools during the freshman year, and suggested that for college preparations, students be required to take six instead of the present nine units. Dr. F. E. Henzlik, dean of Teachers College, Lincoln, discussed "University Requirements"; Mr. J. C. Green, of Sargent, talked on "Positive Constructive Legislation and Special Taxes"; Walker Kelley, of Wallace, took for his subject, "Equalization of Taxation"; and Mr. G. F. Liebendorfer, Sidney, talked on "Equalization of Opportunity for Children."

The Association adopted seven resolutions as follows:

1. Proposed a tax investigating commission by the legislature to make a comprehensive study of the entire state tax system.
2. Proposed that the teachers' retirement system be abolished.
3. Proposed that the administration of school land and trust funds be placed on an efficient, sound, businesslike basis.
4. Proposed an amendment of the laws to provide in teachers' contracts an automatically renewed clause, with notification date.
5. Proposed the restoration of all license fees



Mr. M. S. McDuffee
President, Nebraska State School-Board
Association, Norfolk, Nebraska.

and permit moneys to the common-school funds of the state.

6. Proposed the enactment of a revised plan for the certification of teachers as prepared by the state department.

7. Proposed the liberalization of college-entrance requirements.

The convention closed with the reading of committee reports and the election of officers.

Mr. M. S. McDuffee, of Norfolk, was elected president; Mr. H. E. King, of North Platte was elected vice-president; and Mr. E. J. Overing was renamed secretary.

MINNESOTA SCHOOL BOARDS DISCUSS AID FOR EDUCATION

Paul Jarvis

The Minnesota School-Board Association, which held its sixteenth annual convention at the Hotel Lowry in St. Paul, February 1, 2, and 3, endorsed four of the five points of the Minnesota Educational Association program, namely: the continued support of education through state appropriations; the obtaining of state aid in full; the retention of the income-tax revenue for schools; and the recodification of Minnesota school laws.

The School-Board Association endorsed other bills in addition to the M.E.A. program, namely: a bill to increase county superintendents pay on the basis of \$15 for each public-school teacher in the county to be reckoned pro rata for the time when a new school organized in any district begins, until the salary reckoned on that basis reaches two thousand dollars, and where it exceeds that amount, it will be reckoned on the basis of not less than \$12.50 for each public-school teacher until the salary reaches three thousand dollars, but in no county will the salary be less than \$2,000 reckoned on this basis, and the county board will have the power to make the salary higher if it sees fit; a bill to allow a school district to maintain a year-round program of recreation if it so desires without any state appropriation; a bill which would require the child's home district to pay tuition if the child lives more than two miles from the school in his home district, the resident district to continue to receive the apportionment, income tax, and all other aids as if the children were in attendance in their own school; a bill making it possible for a district to join a consolidated district with-

out assuming any of the indebtedness, unless the voters of the territory joining the district vote to do so. At present, the joining district must assume its proportionate share of the bonded indebtedness; a bill permitting school districts to issue bonds for the purpose of purchasing school busses, athletic fields, and equipping them; a bill to make it legal for the state department to furnish architectural and engineering services for small schools; a bill to allow transportation for rural children who under the present law could not go to high school; tuition for nonresident seventh- and eighth-grade pupils under similar conditions, twenty-five dollars additional classification aid for ungraded schools which operate a nine-month term, and payment of supplemental aid in August or September, approximately five months earlier than is possible under the existing law.

The Ryan-Lundeen Bill, known as House File 3130 which grants federal aid for schools without federal control, was also endorsed.

Dr. John G. Rockwell, state commissioner of education, urged members of the school boards to consider agricultural and commercial subjects to take care of individual differences. Paul S. Amidon, St. Paul superintendent of schools, spoke for high-school facilities for rural-school children, by subsidizing transportation facilities through the extension of state aid, and adult education for leisure time. John Callahan, Wisconsin superintendent of schools, also spoke at the convention.

Officers elected for the ensuing year were: Mr. J. S. Siewert, Windom, president; Mr. J. B. Johnson, Cambridge, vice-president; and Mr. John E. Palmer, Fergus Falls, secretary-treasurer. All board members were re-elected, namely: Otto W. Kolshorn, Red Wing, first district; David G. Fast, Mountain Lake, second district; J. B. Johnson, Cambridge, third district; John S. Findlan, St. Paul, fourth district; Lynn Thompson, Minneapolis, fifth district; Dr. H. B. Clark, St. Cloud, sixth district; Mrs. Maurine Allen, Vanby, seventh district; Edwin C. Jones, Ely, eighth district; and Dr. F. J. Rogstad, Detroit Lakes, ninth district.

PENNSYLVANIA SCHOOL DIRECTORS SUGGEST NEW TAX PLAN AND OPPOSE SCHOOL MERGERS AT THEIR ANNUAL CONVENTION

The Pennsylvania Association of School Directors held their thirty-fourth annual two-day convention on February 2 and 3, in the Forum of the State Education Building in Harrisburg. Mr. J. Foster Meck, of Altoona, president of the Association, presided.

Following the invocation, the report of the treasurer, Mrs. Anna Dickinson, of Harrisburg, was read. At that time also the election of the nominating committee took place. Addresses were delivered by Dr. Lester K. Ade, State Superintendent of Public Instruction; Dr. Carroll D. Champlin, of Pennsylvania State College; and Francis McSherry, of Huntingdon.

At the second day's meeting on Wednesday morning, there was an address on "Control of Tuberculosis in Schools" by Dr. D. H. Lees, of the University of Pennsylvania. Other addresses were given by Dr. William Mather Lewis, of Lafayette College, and by Franklin S. Edmonds, of Philadelphia. Mr. Harry Collins Spillman discussed "The Aristocracy of Service in a New Economic Order"; John Longacre, of Philadelphia, spoke on "Insurance Costs"; and Attorney General F. Clair Ross discussed "The Commonwealth's Obligation in the Support of Common Schools."

The meeting closed with the presentation of the report of the nominating committee. The new officers elected were the following:

President, Mr. H. J. Stockton, Johnstown; secretary, Mrs. Anna Dickinson, Harrisburg.



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to him and to many
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WITH "POSTURE PAL" he *likes* to sit erect . . . shoulders back . . . chest expanded . . . head up . . . because this is then the easy, natural, relaxed way of sitting.

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With "Posture Pal's" help, much of the old strained feeling in his eyes disappears . . . the restlessness and cross spells . . . when school work is happier grades improve.

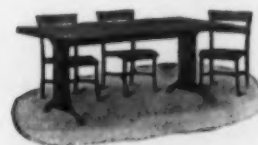
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Certificates for Superintendents

C. C. Moore¹

During the past decade, various states have been active in formulating policies and making requirements concerning the certification of superintendents of schools. Certificates of some kind have been required of the classroom teacher since the beginning of the public-school system in the United States. The definiteness with which these laws, rules, and regulations have pointed out what the preparation of the classroom teacher should be, has had a tendency to constantly and gradually increase. It has compelled her to master certain subdivisions of subject matter and to develop herself into a superior teacher of such subject matter at a given grade level of school work.

It has been only recently that state laws have been passed, making it possible for superintendents to receive any recognition from state-certification authorities based upon the completion of college courses specifically designed to help him in the administrative field. While the passing of such laws should be a decided advantage to the superintendents who are specifically trained in administrative and supervisory work, it should be a much greater aid to the public in eliminating those who have had no training in educational administration and who make it rather embarrassing for the boards of education to eliminate untrained candidates who use political pressure.

The policies and the statutes of every state in the Union were recently analyzed by the writer. A tabulation of the findings show the following to be the actual conditions:

1. Certificates for superintendents which are separate and distinct from those for teachers are now issued in 28 different states.

Those states which have a definite requirement for the certification of the superintendent of schools and offer or require such a certificate are: Alabama, Arkansas, California, Connecticut, Delaware, Illinois, Indiana, Iowa, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, New Mexico, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Virginia, West Virginia, and Wyoming.

2. There are 20 states which still permit the superintendent of schools to carry on the duties of administrator with the same qualifications and the same certificate required of the classroom teacher.

Those states which make no separate distinction between the credential required for the superintendent of schools and the classroom teacher are: Arizona, Colorado, Florida, Georgia, Idaho, Kansas, Louisiana, Michigan, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Dakota, Oklahoma, Oregon, Tennessee, Texas, Washington, and Wisconsin.

3. There are now 15 states which require a master's degree, or its equivalent, as the basis for obtaining either the highest certificate offered to the superintendent, the simple superintendents' certificate if only one such certificate is offered.

4. All 28 of the states offering a certificate for superintendents require a major or its approximate equivalent in education and 22 of the 28 definitely specify that a consider-

able number of the required credits shall be in school administration or supervision.

5. All 28 states require experience as a prerequisite to the certificate. Eighteen of the states require: (a) that the experience shall be in some lower form of school administration, such as, principal of a school, assistant principal of a school, or supervisor in a school system; or (b) that the experience shall be obtained by work performed by the authority of some lower form of the superintendent's certificate.

6. Eleven of the twelve states which issue several forms of the superintendent's certificate require a specified amount of training in school administration and supervision. The one state which does not require any college credit in education or school administration gives five examinations in different fields of education, school administration, and supervision in lieu of such training.

A STUDY OF SCHOOL SUPPLIES

A so-called consumer's research on the subject of school supplies, made by Dr. Edwin J. Brown and Russell D. Byall, has been published by the Kansas State Teachers' College in a pamphlet of some forty-odd pages.

The authors contend that, in the purchase of school supplies, the specifications in most cases are incomplete. They hold that the specifications should be so rigid that the substitution of inferior supplies will be impossible.

In making the study, the authors have brought to their service the observations and experiences of those identified with the subject of school supplies in point of selection and purchase. The previous studies engaged in were consulted. Most of these appeared in the columns of the SCHOOL BOARD JOURNAL within recent years. It remained for someone to dig out the essential principles that govern the procedure and bring them to the fore in the light of present-day conditions.

The authors discuss the several methods employed in the selection and purchase of school supplies. One of these which was employed by the smaller school systems is to buy on informal bids from the salesman who may call and from local dealers. The second is to invite bids and exact samples. Since the quality and character of the goods offered vary considerably, it is not always easy to secure the most advantageous bargain. On the third and fourth method, the authors submit the following: "A third method is for the school to submit a sample of the supplies desired and ask for bids on goods of equal or better quality. If no specifications are available, this is probably the best method of securing bids. But the very fact that there are no specifications must indicate that there are no objective tests available to determine compliance. The goods delivered may only appear to match the school's sample; in actual use they may be much inferior. If objective tests are available, or the item purchased is of such nature as to be readily, accurately, and objectively tested by a short period of use, there seems to be no reason why these tests could not be written into a satisfactory specification. Under these conditions, there



DR. THRELKELD GOES TO MONTCLAIR

Dr. A. L. Threlkeld, superintendent of schools at Denver, Colo., since 1927, has recently been elected superintendent of the schools of Montclair, N. J. He will assume his new position in September, when his present contract in Denver expires. The appointment is for five years, at a salary of \$12,500 a year.

Dr. Threlkeld is a graduate of Teachers' College in Kirksville, Mo., and has been superintendent in Denver since 1927, when he succeeded Dr. Jesse Newlon. Before going to Denver, he was superintendent in a number of cities in Missouri.

would be no question on the part of the purchaser or vendor concerning the quality of the goods desired.

"The fourth method is to ask for bids on supplies meeting certain specifications as to quality and form. Many school systems are said to use this method. Great difficulty was met in obtaining any of the specifications which these systems used. Those which were obtained are included in this study along with the other specifications. From the emphasis placed in current articles on the need for accurate specifications one can readily conclude that most of the specifications now in use are not complete enough to be entirely satisfactory."

A summary of specifications for general supplies is provided. These enter into considerable detail and include blackboard crayon, erasers, carbon paper, floor oil, incandescent lamps, ink, mucilage, paper, paper towels, paste and paste brushes, soap, sweeping compound, toilet paper, typewriter ribbons, etc.

Finally, the authors believe that further studies should be engaged in. The question of testing the comparative qualities of the articles for school use, as well as the matter of standardization, are believed to be worthy of further consideration.

WHAT SCHOOL PEOPLE ARE SAYING

Security Through Education

Within this nation of ours, the states are individually and collectively nurturing security without the roll of the drum. Our security is fortified in the classrooms of our many schools where our youth is being trained to become leaders and followers of a more enlightened society. It is education for democracy, then, that makes a nation "easy to lead but difficult to drive; easy to govern but impossible to enslave."

—John A. Wieland, State Superintendent of Public Instruction, Springfield, Ill.

¹Superintendent of schools, Grover, Colorado.



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YOU will find that the Palmolive "Measured Soap" System will actually help you *put into practice* that all-important doctrine of healthful cleanliness in your schools. This new *dry* soap system has distinct advantages that actually foster clean hands and faces among your pupils.

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The dispenser itself is a model of efficiency. It can't be drained, and it will not clog or corrode. Made of heavy chromium-plated bronze with a strong glass bowl, it is built to automatically measure out enough

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100 washes for only 1¢

What is more, this unique system saves you 30% to 40% on wash-room soap costs. Actual tests prove that it provides *100 washes for 1¢*.

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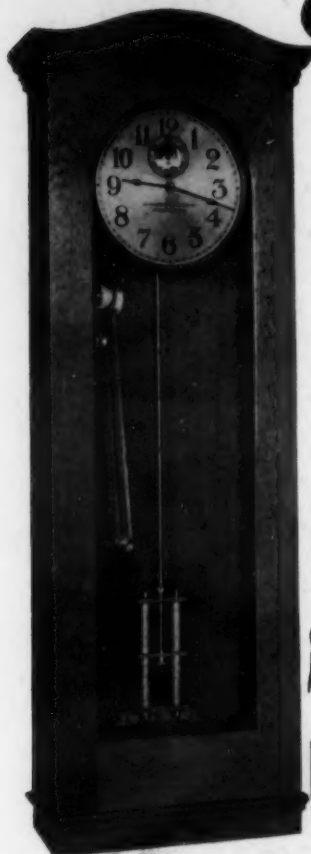
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SCHOOL LAW AS VIEWED BY THE COURTS

Patrick J. Smith, Supreme Court Law
Library, Indianapolis, Indiana
Attendance at Ungraded School

A school district is not unreasonable in designating that a certain child attend an ungraded school where the schoolwork required was on an individual basis. *State v. Christ*, 270 N. W. 376.

The defendant was tried for the offense of failing to send his child to school. The facts are that the child attended school for some time but was unable to progress as other pupils. The school district ordered the child sent to an ungraded school, the parent refused. The trial judge found the defendant not guilty and the state appealed.

The court pointed out that the assigning of the defendant's child to the Franklin School does not appear to be amenable to attack, on the ground that it was an unreasonable exercise of authority. There was evident inability on the part of the child to meet the standards of the graded schools. It is in the record that he was an unfortunate victim of infantile paralysis, and that he suffers continually from pain. "From the entire record, there does not appear unreasonableness such as would warrant holding that the board exceeded the authority intended to be granted to school boards to determine where pupils may attend school. . . .

"No claim is made that the child was not in proper physical and mental condition to attend school, nor that the child had been excused from school attendance for sufficient reason by a court of record or judge. While there is here an unhappy and unfortunate situation, yet the uncontroverted facts presented and the provisions the legislature has made left no room for an acquittal. This conclusion, of course, does not subject defendant to further prosecution upon the information" (Iowa).

Attendance Rights

In the case of *Sulzen v. School District No. 36 of City of Leocompton*, the Kansas Supreme Court said that the right of a minor child to attend a district school in the state depends on his residence in the district (62 Pac. (2) 880).

The statutes (72-1107) make the district schools of the state at all times equally free and accessible to all children resident therein over 6 and under the age of 21 years. The conclusion that the three minor children of the plaintiff were residents of District No. 36 could not rest upon the residence of the father who was found to have been a resident of another district.

"The place of legal residence of a child during his minority is, generally speaking, that of his father, even though the father changes residence and the minor actually lives apart from him."

Teacher's Contract

A teacher's contract under the tenure statute is a privilege, and hence is subject to revocation, since the legislature has power to cancel a teacher's license, which would carry with it revocation of indefinite contract. *State ex rel Anderson v. Brand*, 5 N. E. (2) 531 (Ind.).

In an amendment to the tenure statute, townships were omitted which had the effect of repealing the law so far as townships, schools, and the teachers therein are concerned. The teacher argued that once she acquired tenure she had a vested right in her contract.

"The Tenure Law does not purport to give a teacher a definite and permanent contract. The word 'indefinite' is used in the statute itself. The contract is variable as to compensation, and the tenure is permanent only in the event that it is not necessary to reduce the number of teachers. In effect, therefore, it gives the tenure teacher preferential rights over the teachers who have not attained a tenure status. If the purpose of this statute had been the granting of special privi-

leges to certain teachers for their own benefit its constitutionality would be seriously in question. But its enactment can be justified upon the theory that its purpose is to promote good order and the welfare of the state and of the school system by preventing the removal of capable and experienced teachers at the political or personal whim of changing officeholders. A future general assembly may favor a policy of constant change of teachers. The courts are powerless to prevent such a change. Each succeeding legislature is free and untrammelled in its right to change governmental policy. The revocation of a tenure teachers' license would of course, carry with it the indefinite contract. The contract like the license upon which it rests, is a privilege granted by grace of the sovereign for the purpose of promoting the good order and welfare of the state. The license is broader in its bearing than the contract. Without the license a tenure contract cannot exist. Since there is legislative power to revoke the license and thus destroy the contract, there must necessarily be power to do the lesser thing, and merely revoke the tenure contract without canceling the license. The tenure statute was only intended as a limitation upon the plenary power of the local school officials to cancel contracts."

Resignation Not Involuntary

The resignation of a school teacher, after a letter from the superintendent told her that her work was unsatisfactory, was not an involuntary resignation as tendered because of a threat. *Board of School Commissioners of City of Indianapolis v. State ex rel Bever*, 5 N. E. (2) 307 (Ind.).

Ruby Bever received a letter from her superintendent which said among other things that "The quality of your work has been such that there is no place in which we can use you. If you care to have your record show that you resigned, your resignation will be accepted."

Miss Bever wrote a reply which was treated
(Concluded on page 62)

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(Concluded from page 60)

as her resignation by the board. After writing the letter, Miss Bever withdrew her contribution to the Teachers' Retirement Fund. She now contests the action of the board on the ground that the attempted cancellation of her contract was wrongful.

"The contention that her resignation was not voluntary finds no support, unless it be in the fact that the communication from the school authorities amounted to a threat to remove her and cancel her contract because of the quality of her work. But a notice that a contract will be cancelled for good and legal cause cannot be construed as a threat and made the basis of a charge of coercion or duress. The school authorities had a legal right to determine whether her services were satisfactory, and, if they were not, the right to prefer charges, and to remove her if the evidence warranted. They had the undoubted right to apprise her of their intention in advance, and to tender her the opportunity of canceling her contract and resigning. This they did. Their action is as readily attributable to courtesy and consideration for her feelings as to an improper motive. In fact, there is nothing to indicate any impropriety on the part of the school officials. They need not have threatened; charges might have been preferred, and notice served, and a hearing conducted."

School Business Administration

PROGRESS REPORTED DURING FIVE-YEAR PERIOD

Supt. Harold T. Lowe, of Newport, R. I., in his fifth annual report to the board of education, traces the progress made and the accomplishments effected during the five-year period covered by his incumbency as head of the public-school system.

In the report, Superintendent Lowe points out that, while not all of the recommendations of

the school survey made about six years ago have been accomplished, considerable progress has been made. He writes: "Revision and improvement of the business methods of the department have been effected; a five-year program of building maintenance has been completed, including the painting of all buildings, installation of new heating plants, laying of new floors, and installation of new sanitary systems; seven elementary schools have been reconstructed to eliminate fire hazards, improve the lighting, heating, and ventilation, and to afford additional classrooms; seven buildings have been equipped with fireproof and smokeproof staircases; courses of study in English, reading, geography, civil government, and mathematics have been revised to meet present-day needs; teaching in all the grades has been reorganized to meet differences in the needs of individual children, resulting in a 50-per-cent reduction in failures; size of classes has been reduced to 35 students by using new classrooms and by absorbing the former cadet teachers; supervision of financial affairs in the high school is now centered in the high-school staff and the school department office; standards in the elementary and intermediate grades have been improved in line with the standards maintained in the senior high school; new standards have been developed for the vocational courses to meet the particular needs of the students; isolation of teacher groups has been replaced by co-operation and mutual understanding through united efforts in reconstructing the course of study."

The most important development of the summer of 1936 according to the report, was the completion of the PWA project for the alteration and enlargement of the school buildings, which included the addition of new classrooms, the installation of fireproof stairways, the placing of new heating and ventilating systems, and the installation of sanitary systems.

Libraries and elementary science rooms have been developed in nearly all the buildings. Dramatics, music, art, and debating have been developed to better advantage.

The report calls attention to some of the important needs of the school system. The senior high school is in need of additional accommodations to house an increasing enrollment. There is need for a revision of the salary schedule to overcome certain inconsistencies in the payment of teachers. There should be a readjustment of the salaries of janitors in view of the changed loads of work in the various buildings. Equipment should be provided in each building so that the orthopedic clinic may be conducted in each district without the necessity of children traveling long distances. There is need for a continuing census, instead of the present unsatisfactory school census. It is suggested that a definite amount be included in the budget for supplies to cover motion-picture films and similar visual-education aids. Additional personnel should be provided for the girls' vocational courses in the high school, for the art department, and for the commercial department.

SCHOOL LIGHTING CALLED FAULTY BY PHYSICIANS

Dr. Edward Jackson, emeritus professor of ophthalmology at the University of Colorado, speaking recently before the annual conference of the National Society for the Prevention of Blindness, declared that the years young people spend in school are the period of greatest stress and danger to their eyes, due to defects of lighting.

Dr. Jackson, who spoke on "Guarding the Sight of School Children," said that the prevention of blindness implies the conservation of partial sight, and is only complete when it is applied early in life. He pointed out that the years of school life constitute the greatest danger to the eyes. In the school, he said, the light is inferior to the light out of doors. In the schoolroom, we rarely find the light above 100 foot-candles, and sometimes it even runs down to 10 or 5 foot-candles. "Teachers and pupils," he said, "need to be instructed on how to give their eyes the best chance by appropriate arrangement of the light."

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School Building News

♦ Bristol, R. I. The school board has taken steps toward the construction of the Robert Shaw Andrews Memorial School, a vocational building estimated to cost \$235,000. Application has been made for a PWA grant of 45 per cent of the cost.

♦ Appleton, Wis. Plans have been completed and actual construction work will start in the spring on the senior high school. The building will be erected at a cost of \$875,000.

♦ Logan, W. Va. The school board has started plans for the Logan County school-building program, estimated to cost \$364,000. Application has been made for a PWA grant.

♦ Yardville, N. J. The school board has completed plans for the construction of a sixteen-room elementary school, estimated to cost \$200,000. The Federal Government has approved the board's application for a PWA grant of \$90,000 toward the cost of the building.

♦ Easton, Pa. The school board has voted to continue the present plan of distributing fire insurance on the school buildings of the city. A resolution was passed, authorizing the cancellation of one third of the insurance, and providing for its rewriting for a period of three years. It is the purpose of the board to so arrange the policies that one third of the premium will come due every year, thus eliminating the heavy burden of paying the entire premium in one year.

♦ Hutchinson, Minn. The voters of School Dist. No. 2 have approved a school-bond issue of \$175,000 for the erection of a new grade and gymnasium addition to the Merrill High School and the remodeling and repairing of the building. The board has made application for a PWA grant of \$161,000 to be applied toward the cost of the work.

♦ Okemah, Okla. The board of education of the Okemah school district has completed plans for the first unit of a junior-senior high school, estimated to cost \$150,000. Application has been made by the board for a WPA project in connection with the building.

♦ Austin, Minn. The board of education has started work on a school-building program, estimated to cost close to \$300,000. Under the program, new units are under construction at the Sumner, Webster, Whittier, and Shaw schools. The building program is being financed with a bond issue of \$150,000 and a PWA grant of \$11,150.

♦ Paris, Tenn. Bids have been received for the construction of a new school, estimated to cost \$100,000.

♦ Harvey, Ill. Plans have been prepared for the addition to the Thornton Township high school, to cost approximately \$300,000.

♦ Evarts, Ky. Construction work has been started on a new high school, to cost \$110,000.

♦ Wilkes-Barre, Pa. Plans have been completed for an addition to the Hill Street grade school. The Dodson elementary school, a 23-room structure, is now under construction and will be completed and occupied in September, 1937.

♦ Tracy, Minn. The board of education is completing the erection of an addition to the senior high school. This building to be occupied by the local junior college, will be completed at a cost of \$85,000.

♦ Woodward, Okla. The board of education has completed the erection of three ward buildings, at a cost of \$45,000. The buildings will be occupied early in the spring.

♦ Sacramento, Calif. The board of education is completing two major school-building projects, and is beginning a third project. The newly completed projects include a \$517,000 addition to the junior-college plant, comprising a library unit, gymnasium and auditorium units, and a classroom wing; also a senior-high-school unit, estimated to cost \$810,000, and capable of housing 1,500 students. The new unit is the Theodore

Judah elementary school, to house 200 students, and to cost \$50,000 upon completion.

♦ Shawnee, Okla. The board of education has voted to continue the present method of allotting school-building insurance by rating agencies according to business status. The board ordered \$135,000 in policies expiring February 1, with one third of the insurance renewed, and only minor changes in agency allocations. Some downward revision in the larger insurance policies has been proposed.

Under the present system, agencies are grouped in classes according to their annual volume of business and are then given policies graduated in size according to the agency status, the larger agencies receiving the larger policies. All of the school insurance is in charge of an insurance committee of three which submits annually the schedule of proposed policies.

♦ St. Charles, Mo. The voters have approved a school-bond issue of \$130,000 to be applied toward the construction of a junior-high-school building, a high-school gymnasium, an elementary-school gymnasium, and an addition to the Lincoln School. The floating of the bonds will be dependent on the success of the board in obtaining a 45-per-cent grant of PWA funds.

♦ Silver City, N. Mex. Plans have been started for the construction of a high school, to cost approximately \$225,000. The financial arrangement calls for a bond issue of \$75,000, a legislative appropriation of \$50,000, and a federal grant of \$100,000.

♦ Milwaukee, Wis. In compliance with a request of the Federal Government's regional planning division, the school board has submitted a six-year school-building program for approval by the officials. The proposed schedule includes the six projects of the board's \$2,950,000 five-year program; an additional \$400,000 for a school in Parklawn; and a number of smaller projects, including the Blaine addition, the Boys' Technical High School gymnasium, lockers, and additional high-school facilities at the Washington High School.



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♦ A total of 180 of the 285 school projects in Pennsylvania's PWA program have been completed and are now in use, according to a recent announcement of the PWA administration.

The 1,300 new classrooms, vocational rooms, auditoriums, gymnasiums, and other facilities are benefiting 52,000 students. Another 1,200 classrooms will be completed and ready for use next fall. The 180 completed projects cost approximately \$16,900,000. Of the amount, \$7,000,000 was granted by the PWA, and the remainder came from the sponsoring communities. The largest project is the Northwest Junior High School, in Reading, which was completed at a cost of more than \$1,300,000.

♦ Chicago, Ill. Contracts have been awarded for the construction of three new elementary schools and one addition to an existing school. The school board has received a PWA grant of \$2,351,454, to be used in conjunction with the board's own fund for the construction of a group of schools and additions, recommended by superintendent of schools.

♦ Council Bluffs, Iowa. Mr. Charles W. Parks has been named chairman of a special citizens' committee of nineteen, which is sponsoring the school board's policy of "pay-as-you-go" in school-building construction. The pay-as-you-go plan calls for the levying of a tax of two and one-half mills. The proceeds, which would provide approximately \$65,000 a year, would be used only for new buildings and additions.

♦ New Ulm, Minn. The voters, by an overwhelming vote, recently approved a school-bond issue of \$100,000. The bond issue is dependent on the outcome of an application for a federal PWA grant. The plan is to erect two wings to the present high-school building.

♦ Albany, N. Y. The city has been called upon to adopt a new school building and consolidation program as a means of increasing efficiency and reducing education costs. The suggestion was contained in the annual report of Supt. Austin R. Coulson, who pointed out definite ways by which

the program may be accomplished. In his report, Dr. Coulson pointed out that the city has never had a well-planned school-building program and that the school plant includes many small, old buildings with small enrollments, which increases the overhead and makes these schools expensive to maintain.

♦ Charlotte, N. C. The school board has approved plans for a Negro junior-senior high school and additions to other schools, to involve an expenditure of \$584,860. An allotment of \$584,150 has been made for repairs and construction work on rural schools in the county. All of the work is being financed with the proceeds of a bond issue of \$1,073,000.

♦ Jackson, Tenn. The board of education has completed the construction of a colored high school, which provides three units for the colored children of the city, comprising two eight-grade grammar schools and one high school. The building was completed at a cost of \$70,000, including the cost of the building and furnishing.

♦ Gaffney, S. C. The school board has completed the construction of a thirteen-room grade school, at a cost of \$62,000. The building accommodates 425 pupils and was financed with the aid of PWA funds.

♦ Union City, Tenn. A new grammar school, with auditorium and gymnasium, has been completed at a cost of \$100,000.

♦ West Chester, Pa. The board of education is completing a new \$250,000 school-building project, located adjacent to the senior high school and intended to be used largely for the expansion of work in the secondary field. The building project comprises an auditorium, a double gymnasium, a cafeteria, a home-economics department, a central heating plant, and six classrooms.

♦ Port Arthur, Tex. The voters have approved a school-bond issue of \$325,000, the proceeds of which will be used in financing the construction of a junior-high-school building. The board has made application for a PWA grant.

♦ Athens, Tenn. The school board has begun the erection of an eight-room grammar school. The building will be financed with a PWA grant and will be ready for use in September, 1937.

♦ Dillon, S. C. The board of education has recently completed new buildings for the senior high school, which include an auditorium seating 1,050 persons, a gymnasium, and a three-room home-economics unit. The auditorium building has accommodations for a commercial department, music, and school publication staff. A public-address system has been installed, providing facilities for radio programs and music programs, all capable of being transmitted to the nineteen classrooms. Under the new system, pupils may transmit special programs from control unit in the office to several homerooms at regular intervals.

♦ Canonsburg, Pa. The school board of the Cecil Township schools has completed the erection of two fourteen-room school buildings. Each of the buildings contains an auditorium-gymnasium and was financed with a PWA grant of \$50,180. Both buildings will be occupied in September, 1937.

♦ West Pittston, Pa. The school board has received a PWA grant of \$64,636 from the Federal Government, to be used toward the financing of a new high-school building. The program calls for the expansion of the auditorium, and the construction of a five-room wing to connect the original building with the eight-room grade school. The local school district provided funds in the amount of \$79,000, which with the federal grant, brings the total cost to \$143,636. The construction work was begun in April, 1936, and the building will be completed in March, 1937.

♦ Sisseton, S. Dak. Plans have been prepared for a high and grade school, estimated to cost \$200,000. The building which will be financed with a PWA grant, will be completed in September, 1937.



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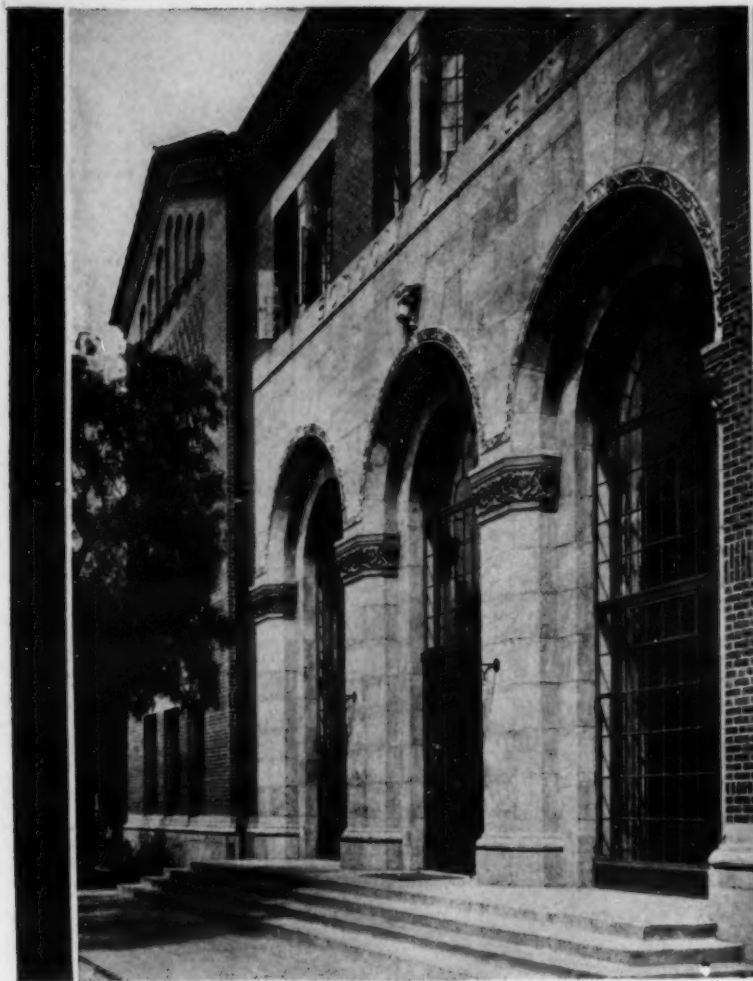
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VIRGINIA SCHOOL-BUILDING STANDARDS

The State of Virginia has set up minimum requirements and standards for school buildings which constitute a combination of state board regulations and statutory laws. They were originally written in June, 1928, and most recently revised in September, 1936, and have the full force and effect of law in regulating the planning, approval, construction, and maintenance of school buildings.

They provide that no building can be contracted for, or erected, without the approval of the state superintendent of public instruction. All preliminary drawings must be submitted. The procedure here to be followed is fully outlined. Assurance must be given that adequate supervision in the matter of construction is provided.

The department holds that long-time planning as to the educational necessity and economic expediency, should be engaged in before a building project is undertaken. Stress is laid upon the selection of a site, the accessibility, the location, the adjacency to water supply, highways, etc.

Some of the general requirements relating to the planning of a school building read as follows: "The general architectural design selected must be adaptable to public-school buildings, and must be selected in the light of these minimum requirements. Every square foot of floor space must be justified by adequate utilization.

"Basement floors designed as classrooms, laboratories, toilets, or for any purposes other than a heating plant including fuel room, or storage shall in no case be more than three feet below the finished grade. Where basement floors used for instructional purposes extend below the finished grade the minimum pitch shall be twelve feet. The portion of wall extending below the finished grade shall not be plastered, but a light-colored glazed or enameled brick, or other suitable masonry wainscoting, shall be used to at least one foot above the grade line. The flooring

used in such instructional spaces shall be of a type that will not subject pupils to a damp, cold floor and such as is not susceptible to deterioration.

"The room in which the heating plant is housed, and the fuel room shall be constructed of fire-resistive materials for walls, ceilings, and floors, and shall be provided with an outside entrance only, or with approved self-closing normally closed fire doors to any outside connection with the rest of the building.

"All entrances shall be provided with steps in a straight run, a change in direction being provided by means of platform at least the width of the stairs.

"All exit doors must open out and all exit doors to buildings of more than four rooms must be provided with antipanic hardware. Exit doors to buildings of four rooms or less shall be provided with hardware that can be opened from the inside at all times. All exit hardware must be of a type that can be locked or unlocked by key only. No auditorium shall be provided above the second story of any school building.

Specific requirements deal with corridors and stairways, classroom lighting, standard dimensions for classrooms, wardrobes, heating and ventilating, sanitary facilities, electrical work, and the like.

SCHOOL-BOARD SECRETARIES OF PENNSYLVANIA DISCUSS PROBLEMS OF LEGISLATION AND FINANCE

The twenty-fourth annual convention of the Association of School-Board Secretaries of Pennsylvania was held February 2, in the State Education Building in Harrisburg, with Mr. Willis H. Lady, the president, presiding.

Following the invocation by Rev. Frank W. Ruth, of Bernville, the meeting was opened by President Lady. Features of the morning session were an address on "Proposed Legislation," by Rev. Frank W. Ruth, of Berks County, and three

round-table sessions. Dr. Lester K. Ade, State Superintendent of Instruction, was the principal speaker at the afternoon session, taking for his subject, "Important Duties of School-Board Secretaries." Dr. Carl L. Millward, of Milton, talked on "The Relationship Between Expenditures and Efficiency." Reports of the various committees were received and the report of the nominating committee was presented.

The officers elected for the next year were:

President, Mr. H. W. Hoover, Polk; vice-president, Mr. Harold R. Kratz, Norristown; secretary, Miss Mary E. Robbins, Sunbury; treasurer, Mr. Ralph E. Ord, Dravosburg.

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The appearance of a building is no better than the appearance of the janitor who keeps it.—*Laurence Parker.*

DAILY MOTION-PICTURE PROGRAM

Noonday motion-picture programs have been inaugurated in the high-school auditorium at Bartlesville, Okla., for the benefit of students who remain in the building during the regular noon hour. A 16-mm. sound-on-film projector is used and the programs provide the students with a high type of educational films, which has had the effect of reducing loitering in the corridors and classrooms.

The school board has completed its annual school census, which was carried out successfully with the aid of the teachers. All of the teachers participating receive a fee of \$3 for their services.

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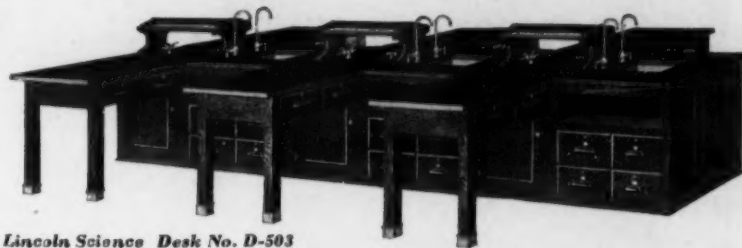
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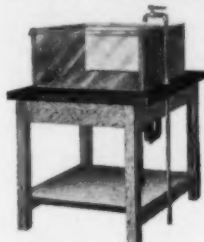
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Teachers' Salaries

WICHITA INCREASES SALARIES

The Wichita, Kans., board of education has ordered increases in the salaries of all teachers. The sum of \$70,000 available for this purpose will enable the board to add 2 per cent to the salaries ranging from \$1,000 to \$1,154 annually. A higher rate of increase will be allowed teachers in the middle and upper brackets. Teachers who receive more than \$2,000 will receive an increase of 4 per cent. The sliding scale of increases has been adopted to offset reductions which ranged from 5 per cent for the lowest paid teachers, to 12 per cent for the highest salary groups. The increases will materially help the ultimate restoration of the former salary schedules.

NEW SALARY SCHEDULE AT PERU, ILLINOIS

The board of education of Peru, Ill., has adopted regulations governing a new salary schedule which is to become effective on September 1, 1937. In connection with the schedule, all teachers were given salary increases of approximately 5 per cent, which raises the salaries to slightly above the 1932 level.

Under the schedule, teachers with 60 hours or two years of training will begin at \$960, and will advance at the rate of \$24 per year up to a maximum of \$1,176 at the end of ten years; teachers with 75 hours or 2½ years' training will receive \$1,032 in the second year, and will go to \$1,224 at the end of ten years; teachers with 90 hours or three years' training will receive \$1,104 in three years and will advance to a maximum of \$1,272 at the end of ten years; teachers with 105 hours or 3½ years' training will receive \$1,176 in four years and will advance to \$1,320 at the end of ten years; teachers with 120 hours

or four years' training will receive \$1,248 in five years and will advance to \$1,368 at the end of ten years.

Principals will progress in the salary schedule in the same manner as regular teachers, except that they will receive an annual increment of \$240, to be paid as salary in twelve parts.

Teachers whose present salaries are below the amount set in the schedule will be given increases not exceeding \$72 per year until they reach the schedule.

The board reserves the right to grant additional increases in recognition of exceptional work, or to deny increases in case of work considered a rating of "C."

No definite salary scale has been provided for special teachers or supervisors, each of these positions being considered individual in nature, and adjusted on its merits.

Under the regulations, the qualifications for teachers in grades kindergarten to eighth, are graduation from a four-year college or normal-school course, or the equivalent in college or university training.

Professional study will be required of all teachers, including principals, as follows: Teachers and principals having less than one year (30 semester hours) of training, will be required to obtain eight semester hours' credit for every two years' teaching service required after September 1, 1937, until thirty semester hours' credit have been obtained; teachers and principals having less than two years (60 semester hours) training, but more than 30 semester hours, will be required to obtain eight semester hours' credit for every three years' teaching service, after September 1, 1937, until sixty semester hours' credit have been obtained; teachers and principals having sixty semester hours' credit will be required to obtain eight semester hours' credit for every four years teaching service after September 1, 1937.

Under the rules, credit for training is cumulative, and salaries will be adjusted upon the awarding of contracts each year. Courses to be

applied as credit on the salary schedule will be approved in advance of their pursuit by the superintendent. Credit for extension work may be accepted on the salary schedule if approved in advance by the teachers' committee of the board and the superintendent.

TEACHERS' SALARIES

♦ Carlstadt, N. J. The school board has made provision in its 1937 budget for full restoration of teachers' salary cuts. The board last year restored one half of the salary cut.

♦ Dracut, Mass. The school budget for the year 1937 includes an item to cover the restoration of one half of the pay cuts of school employees.

♦ Lorain, Ohio. The school board has given a 5-per-cent increase in salary to all teachers. The increases will amount to approximately \$750 for each two-week payroll.

♦ Terre Haute, Ind. The school board has adopted a new salary schedule for 1937, which will return the salaries to the 1931 level. The action of the board restores the remaining 5 per cent, effective next September.

♦ Peru, Ill. The school board has voted to restore the salary cuts of teachers. The action of the board restores salaries to the 1932 level.

♦ Fall River, Mass. The school board has voted to restore one half of the 20-per-cent salary cut of the teachers. The board also reinstated the automatic salary increases.

♦ El Paso, Tex. The school board has ordered the restoration of the 17½ per cent salary cuts. The restoration will result in an expenditure of \$36,000 for the purpose.

♦ Flint, Mich. The board of education has voted to extend the school year to ten months and to increase the salaries of all teachers \$10 per month.

♦ Fort Worth, Tex. Teachers and school employees have had their salary cuts restored, beginning with February 1, 1937. The restoration of salaries amounts to a total of \$85,000, of

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which \$35,000 was paid in February, and the remainder will be paid during the period between March 1 and June 30.

Teachers and Administration

HANOVER ADOPTS REGULATIONS FOR TEACHERS

The board of education of Hanover, Pa., has recently adopted new regulations governing teachers. Under the rules, all teachers seeking positions in the public schools, must certify, as part of their contract, that they are free from any disease or any chronic or acute defects which might disqualify them for the successful performance of their duties. All teachers, janitors, and other school employees, before entering upon their duties, must furnish to the school board, a certificate from a physician showing them to be free from any disease or defect.

Under the rules, teachers absent by reason of personal sickness or death in the family, will receive compensation in accordance with a definite schedule. Under the rules, a deduction of 50 per cent will be made from the regular salary, for a period not to exceed twenty school days. In case of sickness, no payments will be made, unless the teacher has furnished a certificate from a physician, stating the nature of the sickness, and certifying that he or she is unable to perform her duties as a teacher. For absence due to the death of a member of the family no deduction from the regular salary will be made for a period not to exceed three school days. For absence due to the death of a grandfather, a grandmother, uncle, aunt, cousin, etc., a 50-per-cent deduction from the regular salary will be made for a period not to exceed one school day.

TEACHERS AND ADMINISTRATION

♦ Wilkes-Barre, Pa. A modern system of ex-

aminations for the selection of primary and intermediate teachers has been placed in operation, under the direction of Supt. Allen E. Bacon. Examinations for teachers were conducted in September, 1936, and the results were entirely satisfactory.

♦ Grand Rapids, Mich. The board of education has voted to continue its present rule, under which all women teachers who marry during the semester, will be automatically dropped at the close of the semester. The rule had been temporarily suspended.

♦ Hon. Floyd I. McMurray, state superintendent of public instruction in Indiana, has issued a communication to school boards of the state, pointing out that in the future the state department will assist in the placement of teachers. Under the new plan, a member of the state school staff will serve as a contact man for school officials where teachers' services are desired. The state department acts as a teachers' agency but without any charge to the teacher or employing official.

♦ Niles, Ohio. A 5 per cent salary increase, effective on February 1, 1937, was given to 135 school employees by the board of education. The increase will restore 5 per cent of the 20 per cent cut suffered by teachers and other school employees.

♦ Fort Wayne, Ind. The board of education has voted to revise the salary increment system, formerly in use but suspended three years ago. The new system will provide salary increments ranging from \$25 to \$50 annually. The increments will be paid only to teachers who continue professional study and whose work is up to the prescribed standards. The board voted in 1936 to give teachers a 3 per cent salary increase in 1937.

♦ A survey relating to the personality factor in teaching, and emphasizing the variance of basic requirements, has been completed by Mr. Fred M. Schellhammer, a graduate student in the department of educational administration of Ford-

ham University, in New York City. The survey findings were obtained from replies to a questionnaire which dealt with the individual teacher and considered the physical, emotional, and social qualities of prospective teachers and the relation to their success in teaching. The survey brought out that little consideration is given by any of the schools to carriage, dress, physical maturity, and other phases of personality.

♦ West Chester, Pa. The West Chester State Teachers' College is co-operating with the local school system in a plan for permitting the use of the local schools as practice teaching centers. The plan makes it necessary for the school district to employ teachers of superior training and experience. The mutual assistance given to school children of the city and seniors in the teachers' college gives the schools an opportunity for rendering unusual service.

♦ The public schools of Owatonna, Minn., are continuing the art-education project, begun in September, 1933. The project which is an attempt to find new materials and methods for art education in the schools, is predicated on certain assumptions about life, art, and education and seeks to test these assumptions in actual school situations.

The project has now progressed to the point of being an integral part of the community and is fulfilling the philosophy that "art is a way of life," which touches every human activity in the broadness of its scope.

The investigation is being promoted jointly by the public schools of Owatonna and the University of Minnesota, and is aided by the Carnegie Foundation for the Advancement of Teaching and the Carnegie Corporation of New York. The work is being done under the general supervision of Mr. Melvin E. Haggerty, dean of the college of education of the University of Minnesota, and Mr. Edwin Ziegfeld, supervisor of art in the Owatonna public schools and resident director of the project.

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Some Comments on Hiring and Firing Teachers

E. S. Simmonds¹

A vacancy had occurred in fifth grade of the schools in S——, a small city in Illinois. The board of education was meeting to fill the position. The superintendent had interviewed a number of applicants and, after careful investigation, had decided to recommend Miss A, a young lady with two and one-half years of training in the elementary-school field at one of the state teachers' colleges. She had taught successfully for two years in a neighboring village and had attended school last summer. She possessed many of the desirable traits which make for success in teaching. At the proper time the superintendent recommended that Miss A be employed. However, after a few minutes of awkward silence, one member cleared his throat and made a motion that another applicant, Miss B, be offered the position. It was quickly seconded and immediately put to a vote. Before the superintendent realized what had happened, Miss B was unanimously elected.

Now Miss B had two years of schooling in a liberal-arts college which offered no work in preparing teachers for the elementary schools. She was a "nice" girl, but lacking in personality. She didn't want to teach but she wanted a job. The president of the school board was her uncle. He was also the local banker and the bank held overdue mortgages against the property of two of the board members. Another member was an active worker in the Methodist Church. Miss B was a Methodist, but Miss A belonged to the Presbyterian Church. Other board members had equally good (?) reasons for voting for Miss B.

Mr. School-Board Member, has this or a similar incident ever happened in your school? It not, you are fortunate, for the above is an example of a practice which is entirely too common. In general, the best school systems are those where the board realizes that the schools exist solely for the benefit of the children and not for the purpose of providing jobs for friends or relatives of board members or other influential citizens.

It is an accepted principle of good school administration that no appointment should be made by the board unless the candidate is recommended by the superintendent. Legally the board and not the superintendent has the power to employ teachers, but they should be employed only upon the recommendation of the superintendent. In the case of one-teacher schools the board should secure the approval of the county superintendent before employing.

If the board is sure that it would be a serious mistake to employ the person recommended by the superintendent it should ask him to nominate another for the position, but it should not substitute someone recommended by one or more board members.

Since the board will hold the superintendent responsible for "running" the school, it should certainly let him select his staff. He knows more about choosing teachers than the merchant, the farmer, or the doctor that serves on the board. If the doctor should establish a clinic or a hospital he would not rely upon the recommendations of the merchant, the

¹Assistant State Superintendent of Public Instruction, Springfield, Ill.

farmer, or the school superintendent in selecting his personnel.

Most board members (and some superintendents) have an exaggerated idea of their ability to "size up" a candidate and decide whether she is a good classroom teacher by conversing with her for a few minutes. (The writer recalls an incident which is an extreme example. A certain board member, after gazing intently at the picture of an applicant, said, "I may be wrong, but judging from her picture, I'd say she belongs to the Blank church.") It is true that certain traits of personality can be observed during an interview but impressions thus gained are often misleading, and certainly not all of the requisites of good teaching will come to light in a brief interview. Many good teachers are attractive, many are ready conversationalists, many have poise, many have "lots of pep," many seem to know "what they are talking about," and many are "nice" girls, but not all teachers having the above-mentioned characteristics and qualifications are successful classroom teachers. Certain teachers are good "salesmen" but some of them cannot "deliver the goods" in the classroom.

Some board members are inclined to minimize and even to ridicule the value of the preparation of the teacher. They frequently argue that a bachelor's degree is no guarantee that a teacher will be successful and they can always point to Miss So and So who has a degree but who is a very poor teacher. It is true that some teachers with degrees are miserable failures, while some very excellent teachers have earned very few college credits. But such cases are exceptions rather than the rule. Let us suppose that all applicants for a given elementary-school position with two or more years of training above high school and the other with less than two years. It seems evident that the first group will contain a higher percentage of good teachers and that every teacher in both groups (with rare exceptions) will become a better teacher if she secures additional training.

The kind as well as the amount of training is important. Other qualifications being equal, the teacher who has had two years of work in a teacher's college in special preparation for teaching in the elementary field is better qualified to teach in an elementary school than one who has had two years (or perhaps three or four years) in a college which offers no professional training or which offers training for high-school teaching only.

While school boards frequently pay too little attention to the kind and amount of training, superintendents sometimes give it too much emphasis. That is, they check this item very carefully but do not give enough consideration to other qualifications. For example, in filling a vacancy in the history department of a recognized and accredited high school, it is important to make certain that the applicant has at least the minimum requirement of a college degree with "16 semester hours in history, including college preparation in the same temporal and territorial ranges which are covered in the particular subject taught." But this requirement is designed mainly to insure the proper assignment of



DR. LINN GOES TO TEACHERS COLLEGE

Dr. H. H. Linn, assistant superintendent in charge of the business affairs of the board of education at Muskegon, Mich., has accepted a similar position in Teachers College, Columbia University. Dr. Linn, in taking over the work on February 1, assumed the title of superintendent of buildings and grounds. While Dr. Linn will have charge of all operation and maintenance activities, it is understood that the work has been broadened in scope to permit the development of the institution as a laboratory in the fields of operation and maintenance. He will direct experiments in these fields and will develop techniques, devices, check lists, and rating scales.

During the summer session, Dr. Linn will teach courses in the department of school administration under Dr. L. L. Engelhardt, specializing in the treatment of problems in school-business administration.

Dr. Linn, a native of Lyons, Nebr., was graduated from the Nebraska State Teachers' College in Peru. He holds an A.B. degree given by the State Teachers' College, a master of arts degree awarded by the Nebraska State University, and a Ph.D. degree given by Columbia University. He completed his work for the doctorate in May, 1929, and held a fellowship at Teachers College during the year 1928-29.

Dr. Linn went to Muskegon, Mich., in May, 1929, as assistant superintendent in charge of business affairs and has completed two consecutive terms of three years each.

teachers and is only one of the many items to be evaluated in predicting success as a teacher. The other qualifications are just as important and should be just as carefully investigated. A superintendent cannot be too careful in selecting teachers to recommend to the board. It is not always a simple matter to fire a teacher found to be incompetent, especially if she is a "home" girl.

All policies, practices, and procedures concerning the hiring and firing of teachers should be determined solely on the basis of whether they will make the optimum contribution, directly or indirectly, to the educational welfare of the children. The application of this principle requires not only the most careful selection of the teaching staff but the professional improvement of that staff, and a slow teacher turnover. To restate simply and perhaps crudely: Get good teachers, keep them, and improve them. How shall this be accomplished? In the first place, the salary schedule should be such that it will attract and retain good teachers and make it financially possible for them to attend summer school frequently. The superintendent should supervise the work of his teachers, especially the new ones, very carefully. (In the larger system this work is delegated to principals and supervisors.)

(Concluded on page 76)

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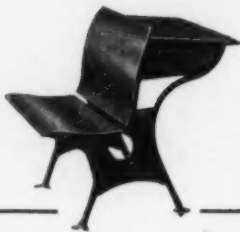
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(Concluded from page 74)

It is a good plan for the board, upon the recommendation of the superintendent, to establish rulings regarding the training and professional growth of teachers. The following example is illustrative: "All new teachers in the elementary school must have at least two years of training in a recognized college, including at least 20 semester hours of education courses, 10 of which must be in the field of elementary education. Each re-employed teacher who does not meet this requirement shall attend summer school each summer (or secure equivalent work by extension or correspondence) until she has removed the deficiencies in preparation. Teachers meeting this requirement shall be required to attend summer school every third year."

Postponing the employment of teachers until long after the usual time, firing teachers for trivial shortcomings or purely personal reasons, and dismissing competent teachers to make room for friends or relatives of board members are practices which, if they become established policies, will utterly destroy the morale of any teaching staff. Teachers cannot do good work if constantly in fear of being fired for insignificant reasons. A superintendent should not recommend the dismissal of a teacher on account of certain faults unless he has discussed them with that teacher and made a reasonable effort to help her correct them. Likewise, a board member should not vote to dismiss a teacher because of some criticism unless he has reported that criticism to the superintendent in time for him to investigate and correct the fault if found to exist. Often the investigation reveals that the teacher is being criticized for some comparatively new instructional procedure for which

she should be praised rather than criticized.

Once in a while it becomes necessary, for good and sufficient reasons, to recommend to the school board that a teacher shall not be re-employed. If possible, the teacher should be notified early enough for her to seek another position. A recommendation concerning such teacher, when requested by a superintendent to whom she has applied for another position, should be candid. It should give the teacher's weak points as well as her strong points and should explain why she was fired (under certain circumstances it is an honor, not a disgrace, to be fired). There would be less firing and hiring and fewer poor teachers holding jobs if all superintendents and board members told the truth when writing so-called confidential recommendations.

NEW ADMINISTRATIVE SETUP IN SACRAMENTO, CALIFORNIA

The board of education of Sacramento, Calif., has approved a new administrative setup and has prepared rules governing the duties of the newly appointed school officials. Mr. Leo B. Baisden has been retained as assistant superintendent, with an extension of his duties. Dr. James F. Bursch has been elected as a second assistant superintendent of schools and will share with Mr. Baisden in carrying out the duties formerly handled by the deputy superintendent. Under the new setup, the junior college has been placed under the direct supervision of the superintendent of schools. The selection of teachers and other employees, as well as the transfer and promotion of teachers, must be passed upon by the superintendent before being approved by the board of education.

Under the new program, it will be the work of Superintendent Baisden to supervise the elementary, junior high, and senior high schools. He will assist the superintendent in directing, co-ordinat-

ing, and executing policies determined by the board. He will supervise and co-ordinate the program of curricular development and revision in the elementary, junior, and senior high schools. He will supervise the work of the health and development department. He will report from time to time in writing to the superintendent whether the principals are performing their work satisfactorily, will conduct meetings of teachers and principals, will report to the superintendent recommendations concerning the retaining of teachers, and will serve as superintendent and secretary in the absence of the superintendent or secretary.

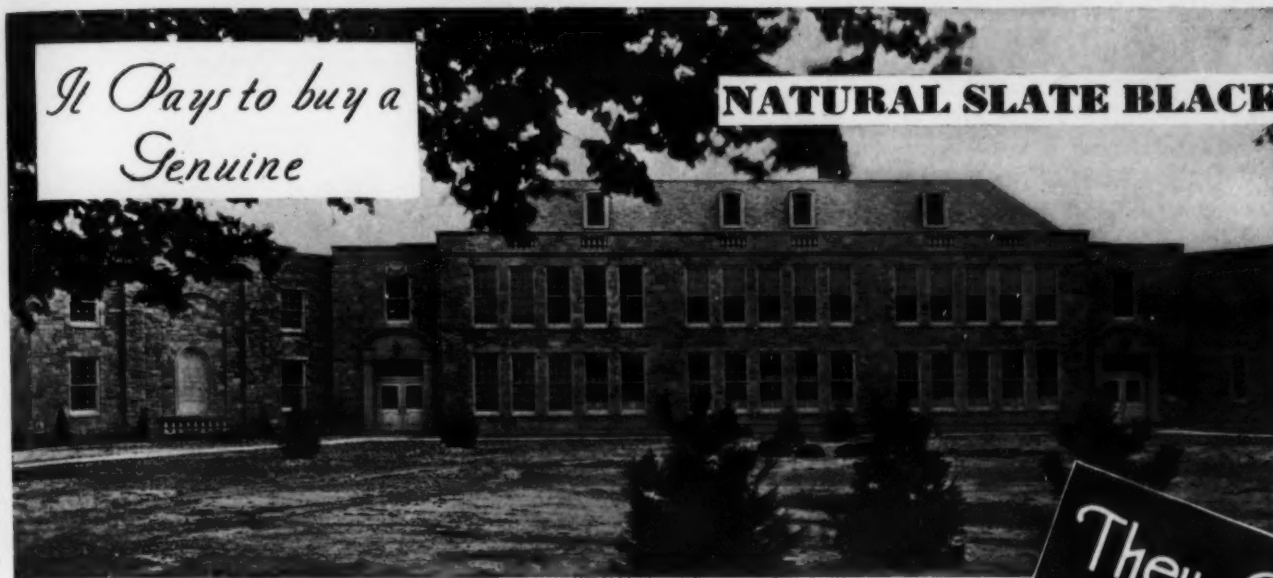
It will be the work of Mr. Bursch to assist the superintendent in determining the values of teacher rating for salary schedules, to determine the needs for testing programs, to make suggestions for remedial work in connection with testing programs, to serve as head of the department of research, to make reports to the superintendent on activities carried out, to make recommendations for special studies, to prepare the annual calendar and program, to handle financial matters including the annual budget, to prepare plans for a co-operative part-time program, and to assume such other duties as may be assigned to him by the superintendent.

HYGIENE AND SANITATION

♦ The board of education of Woodward, Okla., has outlined an intensive health program for the public schools, which will cover four important points, and which will seek to attain definite health ends. Among the points outlined are (1) a home survey, (2) a health clinic for children, (3) a crippled children's clinic, and (4) a tuberculosis clinic. The program calls for much follow-up and remedial work.

♦ The school committee of Northampton, Mass., has voted to uphold the school physician, Dr. Justus G. Hanson, in his determination to subject all high-school athletes to rigid physical examination before permitting them to enter contests.

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School Administration News

SUPERINTENDENCY CHANGES IN NEBRASKA

The teachers' college of the University of Nebraska has recently completed a study of the superintendency turnover in Nebraska. The study reveals that of 75 changes involving school superintendents in the state, 69 of them lost their positions not for any justifiable reason or because of any affirmative action of the board, but because of the personal whim or selfishness of one or two people in the communities. Often these people were not even members of the school boards.

In other words, only six of the changes could be accounted for on a justifiable basis, according to Dean F. E. Henzlik. Such a condition, he said to the school boards of the state merits serious attention, because it is imperative that the control of local schools should be in the hands of the board of education acting as an official agency.

Dr. Henzlik's summary reveals that a total of 4,334 superintendents had been employed by the 436 schools in the study during the past 25 years. This averages almost ten different school heads in 25 years, or in other words, a different executive every two and one-half years. This tremendous loss in efficiency, due to changes in leadership, would not be tolerated in any present-day business.

FORMING A COMMUNITY HIGH- SCHOOL DISTRICT

The creation of a high-school district may not be particularly new but the manner of securing the same by the Yorkville board of education in Kendall County, Ill., may be of some interest.

The plan was to unite a nonhigh-school district with an adjoining high-school district. An area

of 20 square miles in which five townships are located, was proposed for the new high-school district. Maps were drawn to show the area covered. The assessed valuation of the property located in the new district was enumerated. In brief, the financial considerations were fully established before the necessary legal steps were taken.

In promoting the project, a statement was presented to the public through the question-and-answer method. Every question which a taxpayer would be likely to ask was answered. The several legal steps to be taken were described. The election was carried by a vote of 326 for, and 20 against.

NEW SCHOOL PROJECT IN CHICOPEE, MASSACHUSETTS

The school board of Chicopee, Mass., is sponsoring a nursery school WPA project, which has resulted in the opening of a seventh unit this year. The school boasts an enrollment of 210. Each unit is under the direction of two teachers and a registered nurse, in addition to a cook who prepares the food for the children. The daily program includes a health examination, play periods, rest periods, and lunch periods. A clinic is conducted at definite intervals under the direction of the state department of health. A dental hygienist and a pediatrician are in attendance at each clinic, and a detailed report is made upon the health of each child.

A corps of four registered nurses, under the supervision of the consultant nurse of the division of child hygiene, conducts the follow-up of the clinic by conferences with the mothers in the homes. In these conferences, the health habits, behavior problems, and physical defects of the children are studied. A follow-up clinic is conducted to note the progress made and the improvements noted in the health of the individual children. The program has resulted in the formation of mothers' clubs for the promotion of child

health. The schools have aroused so much interest that it has been suggested that they be incorporated as a part of the public school system. Superintendent John J. Desmond is in charge of the work.

REORGANIZE NEW YORK CITY BUREAU OF RESEARCH

The New York City board of education is completing plans for the reorganization of the Bureau of Reference, Research, and Statistics. The present division will be expanded by the setting up of several specialized research units.

Under the proposed system, a Division of Tests and Measurements will be established, to deal with the administration of tests and measurements for the appraisal of instructional results, for the classification of pupils, and in connection with experimental investigations in various fields.

A Division of Instructional Research will be established, to deal with experimental research and investigation of problems concerned with learning processes and instructional procedures.

A Division of Curriculum Research will be established, to deal with a continuous program of research into problems connected with the reconstruction of the curriculum.

A Division of Administrative Research, to deal with problems of school organization, supervision, and administration.

To provide the staff necessary for this expanded program, additional professional and clerical personnel of various types and levels will be provided, to include four research assistants at \$5,000 per year, and two junior research assistants, at \$3,500 per year. The Bureau has been in existence over twenty years and has at present a staff consisting of Dr. Eugene A. Nifenecker, director, and assistant director, two professional research assistants, and a clerical force. Competitive examinations for the newly created research positions are scheduled for February.

Here's why Seal-O-San keeps wood floors clean—

UNDER a microscope your wood floor looks like a honeycomb with millions of wood cells. In some, you find dirt, in others, moisture, and in still others, signs of decay. Most of the cells, however, are empty. Remember these empty cells, for they cause most of your floor troubles.

Ordinary floor finish lacks the penetrating ingredients to reach these empty cells. It merely rests on the surface of the floor like a covering. Dirt, moisture and decay still remain within the floor. When the hard brittle surface finish wears away, more and more empty cells are exposed to collect ground-in dirt. That's why these floors always appear unclean.

Contrast such unsatisfactory finishes with the cleanliness of Seal-O-San finish.

Simple preparation easily removes existing dirt from below the surface. As soon as Seal-O-San touches the floor, the thirsty wood fibres soak it up. Quickly, Seal-O-San penetrates deeply...fills every empty cell. Then it hardens to form an unbroken seal against dirt, moisture, or wear.

Notice that Seal-O-San becomes part and parcel of the wood. Thus, with all the cells filled, dirt and moisture must remain on the surface of the floor—permitting easy removal. Costly scrubbing is eliminated, daily cleaning ended.

Investigate Seal-O-San today. Compare it for beauty—economy—durability. And when you see its spotless cleanliness, you'll agree that a Seal-O-San finish is exactly what you need for your school floors.

The HUNTINGTON LABORATORIES *Inc.*

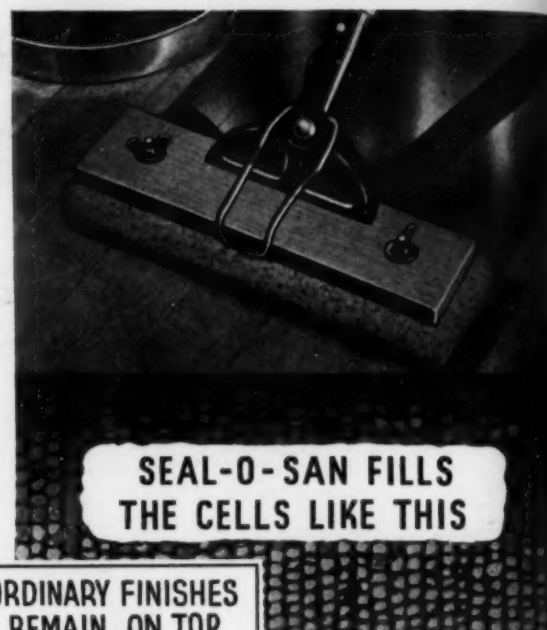
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SEAL-O-SAN

SEAL AND FINISH FOR WOOD FLOORS



SEAL-O-SAN FILLS
THE CELLS LIKE THIS

ORDINARY FINISHES
REMAIN ON TOP

Ordinary floor finish merely covers the surface. When it wears away it leaves the wood cells exposed to dirt.

This shows what happens when you finish wood floors with Seal-O-San. Easily applied with a lamb's wool mop, the penetrating liquid quickly covers the surface and is drawn down into the wood cells, filling and sealing them permanently. Dirt and moisture cannot penetrate the durable seal. That is why wood floors finished with Seal-O-San remain clean.

MANUFACTURERS OF LIQUA-SAN "C" LIQUID TOILET SOAP, THE SANA-LATHER FOAM TYPE SOAP DISPENSER, AND A COMPLETE LINE OF SANITATION SUPPLIES.

RELATIONS BETWEEN SCHOOLS AND THE PUBLIC

That public opinion must be informed on the work done by the schools is the belief of the Virginia Education Association. Its Committee on Public Relations submits the following suggestions:

1. Make contact with local, civic, and fraternal organizations, enlisting their co-operation, sympathy, and support.
2. Arrange public meetings for forum discussions on some of the problems of education.
3. Make the most effective use possible of local newspapers. Have carefully prepared articles submitted for publication. Emphasize in these articles the good work that the schools are doing. Go to see the editor and ask for space in his paper.
4. Use the radio. Arrange for talks by school people or influential citizens.
5. Plan a good program for Education Week. Appoint energetic committees to have charge of these programs.
6. The following topics may be used in the press, over the radio, and by discussion groups: No decrease in local taxes for school support; restoration of salary cuts; comparison of per-capita school costs in your community and elsewhere; the place and function of the American public school in our present-day democracy.

ADMINISTRATION

♦ Wilkes-Barre, Pa. The school board has continued the operation of the evening schools this year on a self-sustaining basis. Under the plan, a nominal charge is made for attendance, which is sufficient to pay the expenses of instruction. Students in classes operating under adult-education programs are exempt from the tuition fee.

♦ At Los Angeles, Calif., it develops that non-certificate employees of the school system, such as clerks, secretaries, and janitors, have in the past engaged actively in school elections in supporting or opposing certain candidates for mem-

bership on the board of education. The assurance has been given by the board in a special bulletin, that such employees are secure in their positions without playing the game of politics.

♦ Springfield, Mass. The school board has adopted a new policy, calling for the selection of the best teacher for each position, regardless of her residence. During the depression, the board gave preference to local men and women in filling teaching positions.

♦ Sayre, Pa. A new safety course, entitled "Traffic Safety and Automobile Operation," has been introduced in the high school for the second semester. The course is limited to students of the senior class. The first two and one-half months will be spent in classroom instruction, while the remainder of the time will be given to actually learning how to operate a car. The work is being given under the auspices of the American Automobile Association and the Pennsylvania Highway Patrol.

♦ The public schools of Chicago opened for the second semester in February, with an enrollment of 448,062 pupils, or a decrease of 6,496, compared with the first day in February, 1936. All of the decrease was in the grade-school enrollment, which was 319,682, compared with 326,209 last year.

Although the high-school registration of 128,380 was 31 pupils more than for the same period in 1936, the number of freshmen enrolled for 1937 was 14,730, or a decrease of 828.

♦ Hadley, N. Y. The voters of the Hadley-Day area of Saratoga County, and five districts of the town of Luzerne, in Warren County, in January, 1937, voted to combine with the Hadley-Luzerne Union Free School to form a central school district. The vote was five to one in favor of the proposal. Dist. Supt. Clayton H. Brown of Saratoga County, and Dist. Supt. Lynn F. Perkins of Warren County, co-operated in laying out the district. Mr. Ralph J. Stanley will serve as principal of the new school district.

♦ Akron, Ohio. Advanced students in the high

schools have begun a course in traffic safety. The work was begun through the co-operation of the board of education, the Akron automobile club, and the Akron automobile dealers' association. A set of five booklets have been prepared for use in the classes.

♦ An experiment in special training for children fast or slow in learning, has been begun at Marion, Ind., under the direction of Supt. E. E. Day.

The experiment is being carried out in the first three grades of the Franklin School where the work has been combined and is being conducted under the direction of four teachers. Under the plan, each child is permitted to find himself and is allowed to progress at a rate suited to his ability. Under the plan, no child is required to repeat, but the subjects are given slowly for less active groups and rapidly for other groups.

♦ Bartlesville, Okla. A noon-day motion-picture program has been inaugurated in the junior-senior high school. During the noon hour, educational pictures are shown to the students who remain in the building for lunch.

♦ Everett, Mass. The school board has approved a request for a course in the Italian language in the public schools. The board has voted \$1,000 for textbooks, and a teacher from September to December of this year.

NASSAU COUNTY JANITORS' SCHOOL

A school for janitors in Nassau County, N. Y., has been put in operation by a committee representing the board of education at Hempstead, N. Y. The plan started with the head janitors in the various school districts of Nassau County and has attracted an attendance of 75 janitors.

The program opened on February 6 and will conclude on April 17. It provides for the following topics:

February 6—Heating Problems in Schools.

February 20—School Plumbing Problems.

March 6—Fire Prevention and Use of Fire-Fighting Apparatus.

March 20—First Aid and Safety Instruction.

April 3—School-Building Electrical Problems.

April 17—Problems of Illumination.

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Increase LIFE OF FLOORS - IN GYMNASIUM OR SCHOOLROOM

Add new life and years of wear to your corridor, gymnasium or schoolroom floors—with Kaysan! Cut down your floor maintenance costs, too! For Kaysan is a *wearable* floor finish . . . not only protecting the surface—but penetrating into every pore of the wood. It "grips" the wood fibres—uniting them in a strong under-the-surface unit to give floors added durability—and extra wear.

What's more—Kaysan gives a lustrous, velvety-smooth finish that won't scratch! Won't mar! Won't scale! Won't darken like other finishes. Is not slippery! And dries ready for the second application in two hours! Floors need not be laid up more than a few hours at a time.

Send for free sample kit—or for gallon of Kaysan—and find out for yourself that Kaysanized floors last longer, look better and cost less for upkeep.

FREE SAMPLE TEST KIT!

Mail coupon for *free* sample test kit (can of Kaysan, flooring sample, steel wool buffer, cloth buffer). Free to school executives and custodians.

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Full gallon of Kaysan . . . covers 400 square feet for two coats. Special trial price \$3.00. (Regular price \$4.00. Substantial discounts in quantities.)



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() One gallon of Kaysan at \$3.00.

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Personal News

PERSONAL NEWS OF SUPERINTENDENTS

- MR. TED L. JOHNSTON, principal of the Grayson high school, has been elected superintendent of the Caldwell parish schools in Columbia, La. He succeeds E. B. Cottingham. The appointment takes effect July 1, 1937.
- MR. MAYNARD W. LINN has been elected assistant superintendent of schools in Greenwich, Conn. He was formerly principal of the Riverside School in Greenwich.
- SUPT. JOHN N. ADDISON, of New Baltimore, Ohio, has been re-elected for a two-year term.
- DR. EDWARD D. ROBERTS, superintendent of schools of Cincinnati, Ohio, was honored by the teachers and school executives at a reception given at the Withrow High School on the evening of January 15. Dr. Roberts was presented with twenty-five roses in honor of the occasion. Dr. Roberts has completed thirty-seven years of service in Cincinnati as teacher, principal, and superintendent of schools.
- SUPT. LEO M. FARRIN, of Woonsocket, R. I., has been re-elected for the next year.
- MR. JOHN C. MCCARTHY, superintendent of schools in New Haven, Conn., died in Brunswick hospital, on January 18, following an operation. Mr. McCarthy was graduated from Yale University in 1908, and had been head of the New Haven school system for several years.
- MR. M. LEROY GREENFIELD, formerly principal of the high school at Ware, Mass., has been elected superintendent of schools. He succeeds William R. Barry, who resigned.
- PROF. GEORGE H. SMITH, a former professor of Wheaton College, Wheaton, Ill., died at his home on January 9, after a long illness. He retired in June, 1935.
- SUPT. J. L. BRECKENRIDGE, of Hood River, Oreg., has been re-elected for a three-year term.
- SUPT. S. T. NEVELN, of Austin, Minn., has been re-elected for a six-year term. Superintendent Neveln is completing sixteen years of service in the schools.
- MR. CHARLES BUSH, of Akron, Mich., has been elected superintendent of schools at Sebawing, Mich. He succeeds Mr. R. S. Hilbert.
- MR. K. P. WALKER has been elected superintendent of

schools at Jackson, Miss. He succeeds the late J. G. Chastain.

● MR. WILLIAM C. HANSEN, superintendent of schools at Stoughton, Wis., has announced himself as a candidate for the office of state superintendent of public instruction. The term of Mr. John M. Callahan, the present superintendent, expires in July.

● DR. WILLIAM E. GRADY, associate superintendent of schools of New York City, was re-elected recently for a new six-year term. Dr. Grady is in charge of vocational education.

● PROF. REUBEN POST HALLECK, a teacher in the Louisville, Ky., Male High School for 32 years, and principal for sixteen years, died recently, at the age of 77. Prof. Halleck was a writer on history, English, and literature and was well known for his books, *History of English Literature*, and *History of Our Country*.

● SUPT. E. D. SHAW, of the Morehouse parish schools, in Bastrop, La., has been re-elected for a four-year term.

● SUPT. E. W. JONES has been re-elected as head of the schools of Caddo Parish, in Shreveport, La.

● MR. VINCENT HAINEN has been elected superintendent of schools in Green Springs, Ohio. He succeeds Fred K. Mills.

● MR. HENRY E. KENTOPP, formerly principal of the Elmwood School, in East Orange, N. J., has been elected superintendent of schools. Mr. Kentopp had served as acting superintendent since the death of the late C. J. Scott in November.

● MR. ARTHUR CAMPBELL, superintendent of schools at Anderson, Ind., has been appointed to the state board of education. Mr. Campbell was one of five new members appointed to the board by the governor.

● MR. JOHN L. McDUFF has been re-elected as superintendent of the Franklin parish schools at Winnsboro, La.

● SUPT. F. L. MOFFETT, of Center, Tex., has been re-elected for another term.

● PROF. W. T. CARRINGTON, former state superintendent, died at St. Mary's Hospital, in Jefferson City, Mo., after a short illness. Prof. Carrington served two terms as state superintendent of public instruction. Later he was president of the State Teachers' College in Springfield.

NEWS OF SCHOOL OFFICIALS

● MR. JOSEPH M. RICHARDSON has been re-elected as president of the Brown County board of education in Georgetown, Ohio. CLARENCE CURRY was renamed vice-

president; and SUPT. DICK SMITH was named secretary.

● The school board of the Hadley-Luzerne district, Hadley, N. Y., has organized with the election of MR. WALTER ANDREWS as president; MR. O. W. HOWE as clerk; and MR. HAMILTON TRAVER as treasurer.

● MR. FRANK M. POWELL has been elected president of the school board of Maumee, Ohio. MR. C. C. BIGELOW was re-elected vice-president; and MR. E. H. PERRIN was renamed secretary-treasurer.

● DR. WESLEY A. O'LEARY, assistant state commissioner of education in New Jersey, died at his home in Hillside, on February 1, at the age of 63. Dr. O'Leary, who was formerly a specialist in vocational education, was born in Southborough, Mass., and was educated at Dartmouth College, Harvard and Clark Universities, and at the Massachusetts Institute of Technology.

● The school board at Flagstaff, Ariz., has reorganized, with the re-election of MR. F. W. MOORE as president, and MR. T. S. SPENCER as secretary. MR. J. C. DOLAN was elected a new member of the board.

● The school board of New Bremen, Ohio, has elected MR. H. F. BIENZ as president; MR. GROVER WISSMAN as vice-president; and MR. STANLEY BIENZ as clerk.

● The Alpine school board at American Fork, Utah, has re-elected MR. J. B. SMITH as president; MR. T. A. BARRATT as vice-president; MR. J. F. WALTON as clerk; and MR. J. AYDELOTTE as treasurer.

● MR. J. R. NEWUMAYER has been elected as president of the school board at Carroll, Iowa.

● MR. ALAN W. BOYD has been elected president of the school board at Indianapolis, Ind. MR. CARL WILDE was elected vice-president.

● The school board of Niles, Ohio, has reorganized, with the re-election of MR. GEORGE FRECH as president; MR. A. W. KIRKBRIDE as vice-president; and MISS ANNA D. MASTELLAR as clerk-treasurer.

● DR. R. M. KERR has been re-elected as president of the school board at Dayton, Ohio.

● MR. FRED W. TUCKER has been re-elected as president of the school board at Mansfield, Mass.

● DR. K. D. JENNINGS has been elected president of the school board at Chelsea, Okla.

● MR. ALBERT A. BAKEY, president of the Johnson Township school board in Barnum, Iowa, died at his home of influenza, on January 11. He had been a member of the board six years.

(Concluded on page 84)

See what a difference the COMMODORE makes!



ITS BETTER SCHOOL ROOM LIGHTING *helps pupils and teachers*

For the Commodore's scientific design assures good light, to help young eyes develop normally and to guard them from eyestrain. It provides 83 per cent of the light from the bare bulb, but provides diffused light, free from glare.

It makes rooms look bright and cheery. Thus it encourages greater cleanliness and better citizenship. And its attractive Plaskon shade and brushed aluminum shaft help modernize rooms overnight.

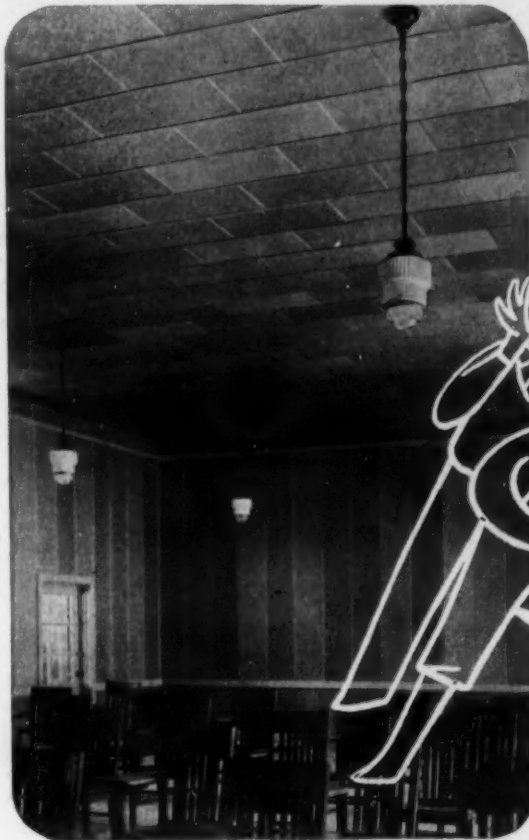
Its feather-light, molded shade also brings the Commodore these advantages: 1. Less breakage; 2. increased safety; 3. easy cleaning; 4. low maintenance costs.

SEE THIS AMAZING DEMONSTRATION FREE!

See for yourself what a difference the Commodore makes in one room — your office, for example. No bother of installation. Requires only a floor plug. Or ask for free trial. We will ship to responsible school officials, one of the new Commodores, complete with bulb, on 90-day trial. Put it up and see the difference. You have no responsibility for breakage and no obligation to buy. Write today.



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● At one stroke, you can get rid of unwelcome noise in your study hall and classroom AND eliminate shabby, un-beautiful interiors as well! The way to do this is to apply NU-WOOD, the modern, multiple-purpose interior finish material, to your school walls and ceilings.

Nu-Wood has won an enduring place for itself in schools because it fills several vital school needs—not one or two. Not only does it decorate and quiet noise, but it corrects faulty acoustics and insulates as well! Available in a variety of patterns, it enables you to create individual decorative effects. Its soft colors and rich textures add distinction and charm to any schoolroom or corridor.

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Experienced buyers of school equipment invariably select Berloy products, because the famous Berloy name assures the utmost in all the essential qualities that assure long-time economy. Quality, value, and utmost dependability in heavy service are Berloy features that have proved themselves in over 50,000 separate installations.

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(Concluded from page 82)

● The school board of Wyoming, Ohio, has re-elected Mr. LOWE WIGGERS as president, and Mrs. ALBERT S. RICHARDSON as vice-president.

● Dr. G. B. ROBINSON has been re-elected as president of the school board at Mt. Gilead, Ohio.

● Mr. R. M. SCHORY has been re-elected as president of the school board at Minerva, Ohio.

● The school board of Barberton, Ohio, has elected Mr. D. L. BING as president of the school board; Mr. VIROIL A. WALKER was elected vice-president; and Mr. E. W. ARNOLD was re-elected as clerk-treasurer.

● Mr. DAVID W. NEEDS has been re-elected as president of the school board at Eden, Ohio.

● Dr. ELMER L. MEYERS, a member of the board of education at Wilkes-Barre, Pa., died recently at his home. He had completed 25 years' service on the board.

● The school board of Hanover, Pa., has reorganized, with the re-election of Mr. LAWRENCE B. SHEPPARD as president.

● The school board of Elyria, Ohio, has elected Mr. WERNER ZILCH president. Mr. W. A. SCHMITTGEN was elected vice-president.

● Mr. WALLACE WACK, president of the high-school board of Mansfield, Ill., died on January 27, after a long illness.

● Mr. C. W. ASKEW has been re-elected as president of the school board at Ashtabula, Ohio.

● The school board of LaRue, Ohio, has reorganized, with the re-election of Mr. T. M. McELHENEY as president; Mrs. C. E. GILLESPIE as vice-president; and Mr. C. C. HOLLIDAY as clerk-treasurer.

● Mr. CHASE M. DAVIES has been re-elected as president of the school board of Cincinnati, Ohio. Mr. JOHN M. RENNER was renamed as vice-president.

● Mr. H. P. ARMSTRONG has been elected president of the school board at Atchison, Kans. He succeeds Mr. SHEFFIELD INGALLS, deceased.

● The school board of Utica, N. Y., has reorganized with the re-election of Mr. FREDERICK W. OWEN as president, and Dr. L. W. PLATNER as vice-president.

● The school board at Nashua, N. H., has reorganized, with the re-election of JUDGE F. B. CLANCY as president; Mr. EUGENE P. DESMARAIS was re-elected as clerk.

● The school board at Woonsocket, R. I., has elected Dr. J. J. GEARON as president; Miss EMILY F. SWEET was re-elected as clerk.

● Mr. JOSEPH D. MCGOLDRICK, who was appointed a member of the board of higher education of New York City, by Mayor LaGuardia two years ago, has resigned

from the board. Professor McGoldrick is an instructor in public law at Columbia University.

● The school board of Norwood, Mass., has elected Mrs. CHRISTINE PROBERT as president, and Miss ELIZABETH ZURRA as clerk.

● The school board of Shutesbury, Mass., has reorganized, with the election of Mr. ALFRED MOULTON as president, and Miss MARGARET A. HASKELL as secretary.

● Mr. ROSS M. STUNTZ has been elected as a new member of the school board at Bartlesville, Okla. He succeeds Mr. C. M. PETERSON.

● Dr. GEORGE J. RYAN, who served as a member of the New York City board of education for eighteen years, and

as its president for fourteen years, was appointed by the legislature as a member of the New York State Board of Regents. Last year, Dr. Ryan was dropped from the New York City board of education by Mayor LaGuardia. The new position will enable Dr. Ryan to serve the schools of an entire state.

● Mr. JOSEPH A. FITZGERALD, formerly principal of the Troup Junior High School, in New Haven, Conn., has been elected superintendent of schools. Mr. Fitzgerald, who succeeds the late J. C. McCarthy, is a graduate of Boston College, and has been a member of the school staff for 22 years.

● SUPT. H. E. WRINKLE, of Bartlesville, Okla., has been re-elected for a three-year term. Mr. Wrinkle has completed two years of service.

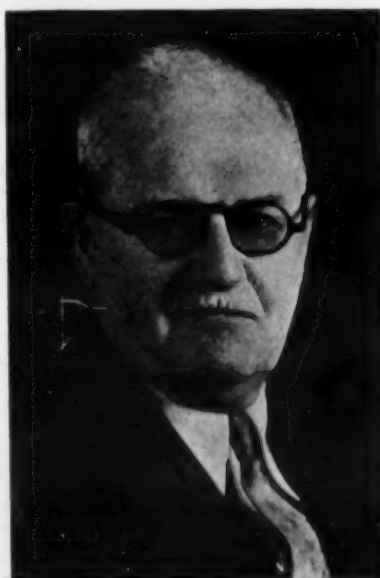
● Mr. CLIFFORD S. BRAGDON has tendered his resignation as superintendent of schools in New Rochelle, N. Y. The resignation is to become effective in June, when Mr. Bragdon will complete twenty years of service in the schools.

● A distinguished service award was presented to Mr. OWEN J. NEIGHBORS, superintendent of schools at Wabash, Ind., on February 5, by the Indiana City Superintendents' Association. In 1936, Mr. Neighbors completed 25 years of service in the schools. Before going to Wabash in 1911, he had been superintendent in Petersburg, Ind. Personal News of Supts.

● Mr. H. H. GLESSNER, who for 29 years has held administrative positions in various schools of Berkeley, Calif., has been transferred from the principalship of the Willard Junior High School to the Berkeley High School. Mr. Glessner's transfer became effective with the opening of the second semester, when he succeeded C. L. Biedenbach, who has retired after the completion of 50 years of service in California schools.

Mr. Glessner, the new high-school principal, served as principal of Berkeley elementary schools and of the Edison Junior High School. Since December, 1933, he had served as principal of the Willard Junior High School. Mr. Glessner holds a bachelor's degree from the University of California, where he has also done graduate work in education. He is a member of Phi Delta Kappa, professional educational organization.

● Dr. T. WINGATE ANDREWS, a North Carolina educator, died in a High Point hospital on February 11. He was 54 years old. Dr. Andrews was a graduate of the University of North Carolina and held a doctorate degree in education given by High Point College. He was superintendent at High Point since 1924 and prior to that was at Reidsville and Salisbury, N. C.



Mr. H. H. Glessner
Principal, Berkeley High School,
Berkeley, California.

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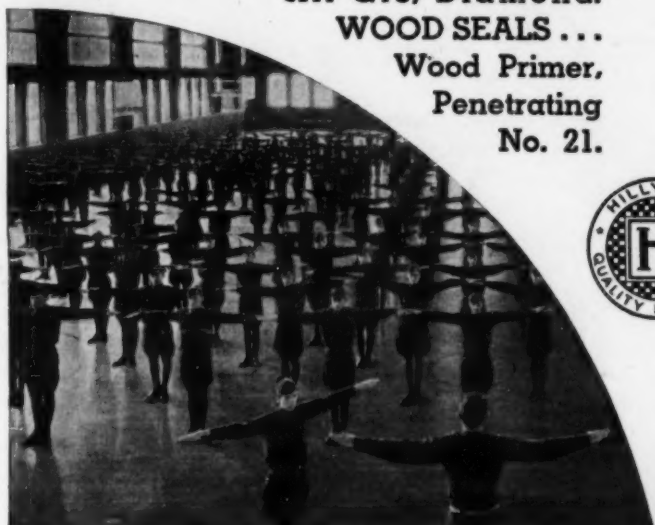
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New Books

A Measure of Taxpaying Ability of Local School Administrative Bodies

By Francis G. Cornell, Ph.D. Cloth, 114 pages. Price, \$1.60. Published by Teachers College, Columbia University, New York, N. Y.

There can be no doubt that the outstanding problem which confronts the school administrators throughout the United States today is centered upon financial considerations. The schools which are in the main supported by local taxation must in many instances secure also the aid of the state in order to maintain acceptable standards.

The author of this book contends that the great disparity which exists between community and community in affording adequate school support, constitutes the critical over-all deficiency in the structure of public education.

There are two states, Delaware and North Carolina, which have undertaken the full responsibility for the financial support of the schools. The other states have, in most instances, inaugurated an equalization plan, whereby the deficiencies of the locality are met by state support. The local unit is expected to tax itself to its full ability, and then the state upon some given plan comes to the aid of the needy local schools. The plan here adopted is in the main based upon the exaction of a tax tribute upon wealth and a distribution of the tax yield on a school-population basis.

The refinements which have here entered concern themselves with a more accurate discernment by what is meant by taxability on the one hand, and school needs on the other. The author here says: "The first technical investigation which made possible a practical application of the equalization principle was directed primarily toward defining the unit cost of the minimum foundation program and determining cost units of educational need, which would make allowances for the class size of high-school and elementary-school pupils in schools operating under different circumstances."

"Through the stimulus of this original study, more recent investigations have been undertaken for the purpose of adding further refinements to the measure of need. Harry developed a technique which would enable the state to make allowances for differences in cost of living of teachers; Burns and Johns made studies of the measurement of need for transportation; and Grossnickle presented a plan whereby capital outlay could be considered along

with the minimum program for current expense." And then adds: "Even the most acceptable plan of equalization of educational opportunity, if instituted in most states in the Union today, would fall far short of the intended objectives if the measure of ability were to be taken as the assessed valuation of property. This condition is partly an inherent outcrop of the general decadence of the property tax as a source of revenue in the United States."

In determining the taxability of a given governmental unit, the author finds that it is best based upon the relative true value of taxable real property. This was found to be true after elaborate statistical studies of taxability based upon such measures as the number of gainfully employed, retail sales, number of telephones in use, postal receipts, and motor-vehicle registration. The indices developed by the latter studies are more accurate but lack the merit of simplicity and stability. All in all, the ability index has the advantage over assessed valuation, in that data cannot so readily be manipulated to permit changes in the amounts of central funds paid to the governmental subdivisions in support of the school program. The taxability of the community must be estimated in the light of the state as a whole, in order to reach an equitable ratio between state and community.

How to Use the Educational Sound Film

By M. R. Brunstetter, Ph.D. Cloth, 188 pp., illustrated. \$2. The University of Chicago Press, Chicago, Ill.

The growing popularity of sound films in the classroom calls for expert guidance of administrators and teachers in order that their use may be educationally effective. The author of this guide is an educator who has made a thorough study of his subject and has gathered information from many schools. He discusses the subjects in which sound films may be used advantageously and sets up systems for the organization and administration of a program of education with the aid of sound films.

Voice Recording as an Instrument of Therapy and Analysis in the Speech-Correction Clinic

By Robert Gates Dawes. Paper, 62 pages. Published by Temple University, Philadelphia, Pa.

The present study was conducted at the summer speech clinic of the University of Pennsylvania, in an effort to determine the value of voice recording as an instrument of analysis and therapy in the speech correction clinic. The value of the procedure and the specific advantages derived from the playback method were not determined by statistical methods but by the combined judgments of experts. Further evidence of direct benefits were derived from the personal testimony of cases and teachers. The procedure

demonstrated its worth, and in addition presented novel methods of analysis and therapy not obtained by other means. The study definitely proved that the voice-recording playback method is an indispensable adjunct to the speech-correction clinic.

Salaries of Classroom Teachers in 64 Cities Over 100,000 Population

Paper, 13 pages. Bulletin No. 1, 1937, issued by the research division of the National Education Association, Washington, D. C.

This study offers the 1936-37 figures for cities over 100,000 population, similar to those which were previously given in Circular No. 10 for 1936. There are summaries of salary schedules for classroom teachers in 47 cities over 100,000 population, of teachers in 17 cities over 100,000, and median and mean salaries of teachers in 59 cities over 100,000 population.

In two thirds of the cities above 100,000 in population, the median salaries are higher than they were in 1934-35. In 1932-33 the median salaries were found to be lower than in 1930-31 for almost every city reporting in this group. In 1934-35, it was found that two thirds of the cities were at lower salary levels than in 1932-33. In 1936-37, only about a fifth of these cities failed to show an increase in the median salaries over the year 1934-35.

Minimum-Salary Laws for Teachers

Paper, 38 pages. Price, 25 cents. Issued by the research division of the National Education Association, Washington, D. C.

A report of the committee on tenure, offering a summary of statutes and regulations governing minimum salaries of teachers in twenty states. Such laws are constitutional; they are equitable; and they have made for better teaching in many school systems.

Follett Picture-Story Series

By Alta McIntire and Helen Harter. Five pamphlets. Price, 15 cents each. Follett Publishing Company, Chicago, Ill.

These well-illustrated unit studies of important aspects of social life are planned for third, fourth, and even fifth-grade levels. The brief text reinforces the well-chosen pictures. The present series takes up milk, foods, bread, trains, and the services of the city to its people.

The Effect of Two Contrasting Forms of Testing Upon Learning

By Sister Felicita Gable. Paper, x and 33 pages. Price \$1.00. The Johns Hopkins Press, Baltimore, Md.

A study of the effects on pupil achievement of a system of anticipating daily check testing as compared with frequent announced unit tests and frequent unannounced unit tests. The experiments were carried on with ninth-

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Peter and Nancy in Asia

By Mildred Houghton Comfort. Cloth, 283 pp., illustrated. 85 cents. Beckley-Cardy Co., Chicago, Ill.

This latest of the Peter and Nancy geography readers takes children of the fifth and sixth grades on a year's tour of Asia, visiting all the principal countries of that interesting continent. They spend Christmas in the Holy Land. These stories, together with the excellent illustrations, make geography a living experience.

Here Comes the Postman

By Dorothea Park. Cloth, 89 pages. Price, 64 cents. Houghton-Mifflin Company, Boston, Mass.

This is a welcome addition to the Community Life Series of Readers, written to give children in the first and second grades interesting and valuable information on aspects of community life. In spite of the fact that the authors have set up and followed through important educational aims, have made the content accurate, and have limited the vocabulary to first- and second-grade use, the book is full of interest, and is most attractive for recreational reading. The four-color illustrations are especially effective.

School Legislation: Part I

Compiled by the research division of the National Education Association, Washington, D. C.

A guide to be used by state school officials, state education association officers, and others, in the preparation and promotion of school legislation.

Testing Practices of High-School Teachers

By J. Murray Lee and David Segel. Paper, 40 pp. Price, 10 cents. Bulletin No. 9, 1936, of the U. S. Office of Education, Washington, D. C.

This bulletin offers a background of facts concerning the use of tests and examinations by the different subject departments in high schools. By means of a questionnaire, specific information was obtained on such questions as the following: (1) How often do teachers give tests? (2) What types of questions do teachers use in their tests? (3) What are the practices relative to final examinations? (4) What are the attitudes of teachers toward the giving of tests?

The study revealed that there is a great variation in the amount of testing carried on by teachers. The majority make use of fewer than four types of questions in the tests they construct. This fact shows that they do not adapt their questions to the types of outcomes laid down in the courses. More than two fifths of the teachers do not formulate enough questions to make the tests valuable, and another two fifths have only enough items to make the tests fairly satisfactory. Teachers use tests for a variety of purposes, it was found, but there is little agreement on any specific use. Duplicated tests are used by a large percentage of teachers. These tests have proved economical when departments construct uniform tests for classes in the same subject. Two developments in testing practice which have attracted considerable interest are the development of instructional test booklets and the writing of test questions into the course of study. Tests developed at the time the course of study is written are found to be superior since they have been carefully worked out to reflect the important points in the course of study. Although a majority of teachers express a desire for intelligence-test scores made by their pupils, the uses to which the tests are put indicate that few of them really use the test results.

School Accounting Documents for the Guidance of Boards of Education

Prepared by the finance division of the New York State Education Department. Bulletin No. 1094, June, 1936, of the University of the State of New York, Albany, N. Y.

The bulletin which is largely the work of Dr. A. W. Schmidt, associate in educational finance, has been developed in co-operation with the New York State School Boards' Association. While it does not in itself represent an accounting system, it does cover comprehensively the field of auxiliary documents essential to business administration in relation to accounting.

The bulletin seeks to outline procedures and documents which will (1) provide accounting safeguards for the custody of public funds, and (2) lay the foundation for orderly and systematic business practices to facilitate and improve all accounting systems. It takes up the steps involved in purchase transactions represented by such documents as the requisition, the quotation or bid, the purchase order, the invoice, and the warrant or check; functions or activities concerned with purchasing; budget administration and bookkeeping; auditing; and displays a variety of forms used in the purchase of commodities or services. A section is given over to monthly reports and

the auditing of the treasurer's records.

Annual Report of the Secretary of the Public Schools of Spokane, Washington

Paper, 42 pages. Published by the board of education of Spokane, Wash.

Contains the annual report of the secretary, covering the finances and statistics, expenditures, operating costs, tax levies, bonded indebtedness, building fund, per capita cost, and annual budget. The report shows that the schools received \$150,241 over and above the estimated budget of \$1,715,479. Steady progress has been made in reducing the amount of warrants outstanding and in collecting back taxes. All long-term bonds have been retired and only \$88,000 not yet due is outstanding. The budget for 1937 is \$1,828,790.

Bibliography of Literature on the Teaching of English

By Henry Lester Smith and William I. Painter. Paper, 298 pages. Price, 50 cents. Issued by the Bureau of Research, Indiana University, Bloomington, Ind. A list of recent periodical and book references.

Elementary-School-Building Score Card and Survey Manual

By N. L. Engelhardt. Paper, 48 pages. Published by the bureau of publications, Teachers College, Columbia University, New York, N. Y.

A revision of the Strayer-Engelhardt score card for elementary-school buildings, with an outline to be used by survey field workers, superintendents of schools, and other administrative officials.

The manual provides a helpful guide for checking the most important aspects of the physical condition and mechanical equipment of elementary buildings.

Biff, The Fire Dog

By J. Harold Straub. Cloth, 89 pages. Lyons & Carnahan, Chicago, Ill.


The story of a dog who lives in the fire-engine house next door to Tom. The story recounts incidents in the life that goes on in the firehouse and will furnish any boy with a good idea of a fire department and the way fires are fought in city and town. Vocabulary and treatment are adapted to the first and second grades.

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Unit-Activity Reading Series. By Nila B. Smith. Paper, 126 pages. Price, 40 cents. Silver, Burdett & Co., Newark, N. J.

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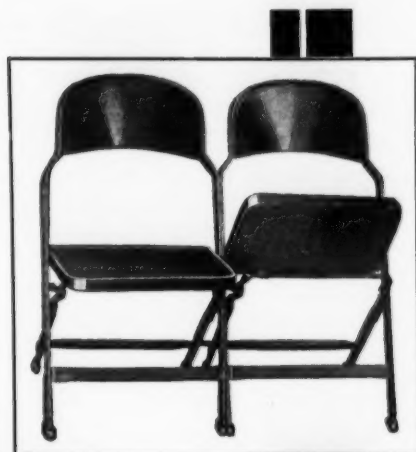
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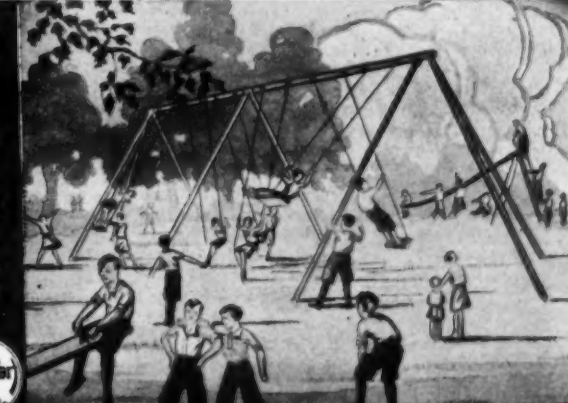
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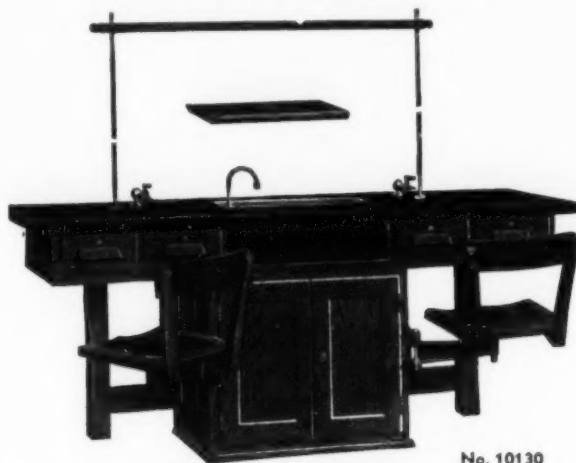
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SCHOOL COSTS IN MAINE

The state education department of Maine has issued, in its January bulletin, comparative data and statistical information relating to the public schools for the year ending June 30, 1936.

During the year, the average of school tax rates reached .01214, while the average of municipal rates was .05625. These represent a greater proportionate increase in the school rates. In the opinion of State Supt. B. E. Packard, the increase in the average of school rates for 1934-1936, as compared with the low point of 1933, has been gratifying to the extent that many of the citizens realize more fully the necessity for a more adequate support of public education.

The average daily attendance in the state was 138,626, and 6,290 teachers were employed. Of this number, 16.3 per cent were men.

The state school fund at the end of the year, was \$2,377,402, and the total state expenditures were \$35,461,000.

Mr. Packard holds that Maine is recovering in prosperity appreciably from the low point of 1933. At the same time, there is need for providing for increased appropriations for the support of the public schools. Costs are increasing along all lines, and the school dollar does not begin to purchase as much as a school dollar in 1933 when costs were at a low level. All school budgets must be planned in such a way as to provide for these increased costs, otherwise the educational facilities of the schools will be diminished and a corresponding loss of educational service will result for the school children.

TAX LIMITATION AS A POLICY

The New York State Teachers' Association, in opposing tax limitation as a policy, says: "Tax limitation is nothing more than the arbitrary attempt by a central government to control the spending habits of its citizens. The citizens may be able to purchase certain services, such as public health protection and garbage disposal, most cheaply through co-operative purchasing from

local government, but tax limitation imposes an arbitrary restraint upon such consumer purchasers through taxation. Economy and economics are disregarded.

"Tax' limits are wholly undemocratic. In a democracy any limitation upon individual and community freedom by a central government is justified only when the general welfare is promoted by such limitation. To say that every community should maintain a minimum of sanitation and education protects all communities from disease and crime. However, to place a maximum upon sanitary conditions and education in a community can hardly be done in the name of general welfare. Yet, that is what tax limitation does. It places an arbitrary limit upon community standards. It levels down and retards progress."

FINANCE AND TAXATION

♦ The school authorities of Ansonia, Conn., find that the surrounding towns and villages are behind \$1,678.42 for 1936 in the payment of tuition fees.

♦ Malden, Mass. The school board has prepared a budget of \$751,760 for school purposes during the year 1937-38. The budget calls for an increase of \$20,000 over the amount asked last year.

♦ Newark, N. J. The board of education has adopted a budget of \$10,161,801 for the school year 1937-38, which is an increase of \$880,000 over the year 1936. The increase is attributed to the suspension of teachers' salary reductions, the restoration of the increment system, and a large reduction in the state contribution to the city.

♦ Covington, Ky. The board of education has adopted a budget of \$976,690 for the school year 1937. The new budget exceeds the 1936 estimate by \$6,169.

♦ Dayton, Ohio. The board of education has adopted a budget of \$3,416,209 for the school year 1937-38, which is about \$300,000 more than the board's estimated income. Of the grand total,

\$2,037,024 is set aside for personal services. Bond retirement and similar financial expenses call for \$924,082.

♦ Chicago, Ill. The school board is facing a deficit of \$4,833,650 in its educational fund, in place of the predicted surplus of \$371,058, according to Mr. Howard Savage, business manager. Due to the fact that the deficit must be offset by decreasing appropriations, the board is confronted with the necessity of reducing by \$5,204,708 its expenditures for the next year. The board is awaiting the legislature's approval of its \$45,000,000 pegged levy for 1937, which will enable the board to avoid cutting the teachers' salaries in order to overcome the deficit.

♦ East Orange, N. J. The board of education has adopted a budget of \$1,351,550 for the year 1937-38, which is an increase of \$47,675 over the year 1936. Of the total amount, \$995,212 will be raised by taxation, which is an increase of \$65,687 over the amount required last year.

♦ Detroit, Mich. The school board has asked the city government for an appropriation of \$7,000,000 for new buildings and additions to present buildings. Of this amount, \$3,000,000 are required for high-school building projects.

♦ Chicago, Ill. The board of education has reduced its gross debt \$17,839,782 in the last three months of 1936, according to a quarterly statement issued recently by Mr. James B. McCahey, president of the board. Debt at the end of the year 1936 were set at \$84,713,292, including \$38,563,000 bonds, \$44,807,775 tax warrants outstanding, and \$1,342,517 floating debt. The decrease in the indebtedness of the schools was attributed to the receipts of the first installment of 1935 taxes and the use of cash funds.

♦ Holyoke, Mass. The school board has approved its 1937 budget, calling for a total appropriation of \$725,000 for the operation of the schools. This is an increase of \$19,510 over the estimate for the year 1936. Of the total, \$670,400 is for teachers' salaries, and \$54,000 is for maintenance expenses.



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School Board News

ENTERS SECOND YEAR

The board of education at Johnson City, Tenn., has begun the second year of its existence as a board elected at large by the people of the district. At its annual reorganization meeting, the board elected Mr. D. R. Beeson as president, and Mr. John E. Anderson as secretary.

At the beginning of its first year as an elected board, a number of aims were set up for achievement during the year. Among these were (1) more harmony and co-operation among teachers and school officials; (2) extension of vocational type of education in elementary and high schools; (3) continuation of training requirements for teachers not holding bachelor's degrees.

BOARDS OF EDUCATION

♦ Red Wing, Minn. The school board has approved a proposal, calling for the installation of floodlighting equipment on the athletic field. The cost of the equipment will reach approximately \$3,000.

♦ Cedar Falls, Iowa. The school board and the city government have co-operated in the financing of five playground centers to be conducted during the coming summer vacation. The two organizations will share in the expenses up to \$450.

♦ Fitchburg, Mass. The school board has voted to establish eight kindergarten centers, at an annual cost of \$10,000. A transportation system for private-school pupils has been installed, at a cost of \$2,400 a year.

♦ Amesbury, Mass. The school board has notified school patrons that notice of the cancelling of school sessions will be made by radio broadcast in the future, as a supplement to the local fire-alarm signal.

♦ Somerville, Mass. The 1937 budget of the school board calls for \$1,383,997 for school purposes, which is an increase of \$54,347 over the estimate of \$1,329,647 for last year. The budget provides \$1,296,443 for teachers' salaries during the year, which is an increase of \$53,725 over the year 1936.

♦ Hobart, Okla. The board of education has endorsed 100 per cent the vocational program which has been undertaken in the city schools. Vocational subjects are taught in the junior and senior high schools. The subjects include secretarial work, vocational guidance, agriculture, printing, automotive mechanics, farm mechanics, projection-machine work, retail-store management, woodwork related English home economics, and similar courses. The personnel of the board comprises Mr. Duke Bostwick, Mr. O. G. Douglas, Mr. Frank H. Thayer, Mr. Doyle Rogers, and Mr. Dick Holley.

♦ Columbia, S. C. The board of education has approved a new three-point program, calling for increases in teachers' salaries, additional school facilities, and a retirement fund for teachers. Supt. A. C. Flora has estimated that \$500,000 will be needed for financing a new building program for the next five years.

♦ Tipton, Iowa. The board of education has suspended the operation of the junior college.

The action was taken because the college had failed to pay for itself.

♦ Superior, Wis. The school board has voted to conduct a six weeks' tuition summer school in the Central High School next summer. The school will benefit pupils who are retarded in their classwork.

♦ Milwaukee, Wis. The Shorewood school board has voted to offer a course in rules for automobile driving in the high school. The board has also approved a proposed tuberculosis survey and prevention program for school employees.

♦ Dallas, Tex. The school board has made arrangements with the American Television Institute for the installation of television equipment in the electrical shop of the Technical High School and the installation of a two-way public-address system in the Adams High School.

♦ Lansford, Pa. The school district has constructed a grandstand and a field house on the athletic field. The grandstand contains 3,000 seats, is equipped with dressing rooms, showers, heating plant, and comfort stations, and was erected at a cost of \$48,000. It will be in use next summer.

♦ The Appellate Court of California has decreed that, when a pupil in a public school is injured while playing a game under the direction of the principal and physical-education teacher of the school, the failure of the pupil to file a verified claim for damages within ninety days after the accident, does not preclude him from bringing an action against the governing board of the school district, the principal of the school, and the physical-education teacher.

♦ Tulsa, Okla. Contracts have been awarded for additions to three school buildings, to cost \$88,281. The projects are part of a building program to include two high schools, and estimated to cost \$1,700,000.

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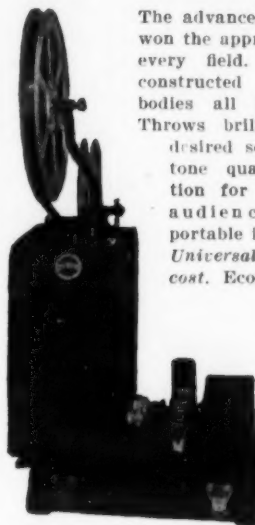
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STATE CERTIFICATION IN MASSACHUSETTS

A committee of the Massachusetts School Superintendents' Association has placed itself on record as opposed to the immediate passage of laws providing for state certification of teachers and the development of a state-wide system for determining the qualifications of teachers. The committee after a study of the situation, found that since 1920, approximately 7,000 teaching vacancies occurred in the 189 cities and towns of the state. Only 138 individuals were elected by school committees in accordance with practices, not acceptable professionally. Of this small number, 79 had not completed the minimum two years of preparation in a teachers' college, and only 59 were elected without the recommendation of the superintendent of schools. Of the 205 superintendents in the state, 147 expressed the opinion that the general level of their teaching force was as high or higher than it was prior to 1929, and 9 superintendents were of the opposite opinion. More than two thirds of the superintendents reported that their local rules include teachers such as might be expected in the best type of a state certification law.

The Massachusetts superintendents feel that there would be disadvantages in a state system as well as advantages, that there is no serious need for a state system at this time, but that it would involve a duplication of effort which is now well taken care of by local school authorities. A subcommittee of the general committee, in supporting the idea of state certification, recommended that if a law is passed, it should be a simple empowering act, and that the administration of the same should be in the hands of a board of five directors.

DEDICATE AUDITORIUM

The board of education at Michigan City, Ind., has recently dedicated an impressive auditorium and industrial-arts building, which serves the high school for auditorium and gymnasium purposes, and as a community center.

The building which was erected with the aid of a PWA grant, serves a multiplicity of school purposes, all under one roof. The exterior architectural treatment is distinctly modern and the same note has been carried through in the development of the interior. The building measures 180 by 192 ft. The auditorium-gymnasium floor is 110 ft. long and 76 ft. wide. The concrete and steel bleachers at the sides and rear afford space for 2,300 permanent seats and 1,500 temporary seats.

The building is constructed with a steel frame, brick walls, and is fireproof throughout. The playing floor is covered with hard maple and the ceiling is treated with acoustical materials. The classroom units include shops for woodwork, metalwork, auto mechanics, music rooms, offices, showers, and dressing rooms.

The building was planned by architects Ahlgrim & Boonstra, and cost \$228,000. The educational planning was done under the direction of Supt. M. C. Murray.

CONDUCT READING SURVEY

Under the direction of Supt. H. H. Eibling, a reading survey has been carried on in the Maumee, Ohio, schools since the beginning of the present school year. The tests extend from grades one to twelve, and the following test materials have been used: Grades one to six, Chapman-Cook test; grades three to eight, Gray oral-reading test; grades seven to twelve, Iowa reading test.

Superintendent Eibling holds that in each grade it is necessary to develop characteristic skills which, if they are not mastered, will cause later difficulties. He insists that in grade one, basic vocabulary is the primary objective of reading instruction; in grade two, the necessary skill is ability to attack new words; in grade three, care in reading; in grade four, interpretation and understanding.

"It is readily apparent," says Mr. Eibling, "that if a child reads carelessly, or does not

respect the context and read what is there, he cannot interpret correctly the meaning of the printed page. This is a fundamental cause of reading difficulties and can be found only through hearing the individual read. Serious reading difficulties can be corrected only through supervised oral reading."

The results of the survey will be used by the Maumee schools as a whole and by the individual teachers in correcting present difficulties and improving instructional methods.

DEATH OF DR. PATRICK CAMPBELL

Dr. Patrick Thompson Campbell, superintendent of schools of Boston, Mass., since 1931, died suddenly of a heart attack, on February 13. He was 65 years of age. Dr. Campbell was re-elected last April to the position for a six-year term, by a unanimous vote of the school board.

Dr. Campbell was born in Jersey City and was graduated from Harvard University in 1893 *magna cum laude*. In 1897 he was named to the faculty of the Boston Latin School, where he prepared for Harvard, and nine years later he became head of the history department. In 1920, Dr. Campbell was made headmaster of the school. During his connection with the school, he formulated the first eligibility code in the country and under his headmastership, Boston Latin ranked highest in its history in preparation of students for college.

In 1929, Dr. Campbell was chosen assistant superintendent of the Boston schools. In 1931 he was made superintendent.

Dr. Campbell is survived by his wife, a daughter, and a son.

NEW OFFICERS OF OHIO SCHOOL-BOARD ASSOCIATION

The Ohio School-Board Association, at its recent meeting in Columbus, elected the following officers for the next year: President, Mr. E. I. Price, Perry County; vice-president, Mr. F. B. Bale, Delaware; secretary, Mr. J. B. Tietz, Hamilton County.

DR. MORPHET GOES TO FLORIDA

Dr. E. L. Morphet, who for some time has been connected with the local school-units project conducted by the United States Office of Education, has accepted the office of Director of Administration and Finance in the Florida State Department of Public Instruction. Dr. Morphet will be located at Tallahassee.



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PROGRESS IN EQUALIZING SCHOOL COSTS

(Concluded from page 18)

Federal Equalization Fund Possibilities

In recent years of economic distress, the federal government has assisted states with education programs by means of direct grants for maintenance and through building loans. The possibility that some type of permanent policy of equalization may grow out of the federal tendency to help in recent years is very strong. States like individual districts vary in their ability to finance a school system of any minimum standard. Some definite federal aid coming in to the states needing it would

tend to relieve the school burden of such states.

SCHOOL PLANT FINANCE

(Concluded from page 21)

debt-service tax levies may become too burdensome. A similar situation is found in many other states. In Missouri the annual debt-service cost in all high-school districts is about 20 per cent of the operating costs. In ten other states the debt-service costs are over 25 per cent of the operating costs, and in a few states the debt-service cost is more than 40 per cent of all operating costs. We now generally accept, in theory at least, the principle that the promotion of education is a func-

tion of the state. A number of the states grant to the schools each year substantial sums to aid in defraying operating costs. For the 1936-37 school year, Missouri will give \$1,170,000 state aid for operating costs to high-school districts which have buildings worth less than \$100 per pupil enrolled, and a total of \$2,182,000 to districts with buildings worth less than \$150 per pupil enrolled. Neither the district nor the state can obtain the best possible results for the money spent on the educational program in districts where the lack of adequate housing facilities limits the type and quality of schoolwork done. The state should provide aid, supplemented by federal aid if possible, to the districts to assist in erecting the necessary buildings. The obligation here is little if any different, from the obligation to aid in providing a part of the operating costs. A few states now give some stimulating aids for building, but little attempt has been made by the states to provide building aid on an equalization basis.

LAY OPINION AND THE CURRICULUM

(Concluded from page 28)

about the strategy of lay participation in curriculum revision. It now appears as if such participation actually could be productive of professional benefits. At least if, through such participation, the schools were to move toward the "left" of present educational practice, such a movement could not be charged wholly to the activities of educational "theorists."

SCHOOL-BOND SALES

During January, school-bond sales in the amount of \$12,038,127 were reported. During the same period, refunding bonds, short-term notes, etc., were sold in the amount of \$1,952,001. The average rate of interest on the bonds was 2.74 per cent.

SCHOOL-BUILDING CONSTRUCTION

During the month of January, 1937, contracts were let for 31 school buildings. In 11 states west of the Rockies, the total valuation was \$2,171,464. Six additional projects were reported in earlier stages of preparation. The estimated cost of these buildings was \$215,000.

During January, Dodge reported contracts let for 169 school and college buildings, involving 2,700,800 square feet of construction valued at \$14,283,800. During the same period, contracts were let for 29 libraries, laboratories, etc., at a cost of \$4,518,300; and 16 gymnasiums costing \$751,400.

SCHOOL BUILDING NEWS

♦ New Ulm, Minn. The voters have approved a school-bond issue of \$100,000, the proceeds to be used for the construction of additions to the high school.

♦ West Tulsa, Okla. Construction work has been started on the Washington High School, estimated to cost \$502,422.

♦ San Diego, Tex. Bids have been received for the construction of a school, to cost \$70,000.

♦ Ashland, Kans. Construction work has been started on the new grade school, to cost \$100,000.

♦ Oklahoma City, Okla. The board of education has voted to begin work on its new school-building program, estimated to cost \$1,100,000. The size and scope of the program is dependent on the approval of the board's request for PWA funds.

WASHINGTON STATE SCHOOL DIRECTORS OPPOSE PLAN TO FORCE PROPERTY-TAX CUT

The sixteenth annual meeting of the Washington State School Directors' Association was held February 8 and 9, in Olympia, with 200 persons in attendance. Dr. F. A. Longanecker, mayor of Olympia, welcomed the visitors to the city.

Dr. Longanecker was followed by Mrs. Julia W. Mann and Mr. Stanley F. Atwood, who addressed the delegates on state school-board problems. After luncheon in the hotel ballroom, the educational leaders were greeted by representatives of a number of allied organizations. On the program for Monday afternoon were reports by J. F. Schenk, John B. Shorett, and H. C. Anderson. At the banquet in the evening, Governor Martin was the principal speaker.

Among the speakers on Tuesday were Dr. Donald G. Evans, director of the state department of health, and Mr. C. Paine Shangle, chairman of the committee on curriculum survey.

The Association adopted a number of resolutions, among which were the following: A resolution approving the general principles of property-tax limitation, but opposing placing it in a form so difficult of amendment as the state constitution because of difficulties which might ensue in obtaining funds for building programs; a resolution urging the creation of a custodial school on the west side of the state; and a resolution commending the Allied Committee of Sixteen for its work on school legislation.

The meeting closed with the election of officers for the next year: Mr. Alex Turnbull, Spokane, was elected president; Mr. Herman Anderson, Foster, was made west-side vice-president; and Mr. Leslie B. Morgan, Yakima, was named east-side vice-president.

CLEVELAND SCHOOL-BUSINESS DEPARTMENT REORGANIZED

The board of education of Cleveland, Ohio, has approved recommendations of Director J. F. Brown providing for the complete reorganization of the school business department. Among the changes approved are the elimination of the position of law secretary, the appointment of A. G. Simon as superintendent of buildings, the discontinuance of the maintenance engineer system, and the establishment of separate clerical offices in the business department. All of the changes have been made for the purpose of reducing costs and for rendering more effective service. The reorganization is expected to result in a saving of \$18,755 a year in salaries alone.

CHICAGO SCHOOL BOARD LIABLE FOR WARRANTS

The United States Circuit Court of Appeals, in a recent unanimous opinion, has held that the Chicago board of education is liable for almost the full face value of ten million dollars outstanding in 1929 tax-anticipation warrants.

The appellate court has upheld a decision of the federal district court, which enjoined the board from retiring the outstanding warrants in the numerical order as they were issued. Instead the court ruled that warrants must be paid off on a pro-rata basis among all their holders.

The full liability of the board, if the ruling is upheld on further appeals, will range between eight and eleven million dollars, depending on the interest computation. To offset this the board has on hand in the 1929 tax-collection account only \$1,280,450.

Collection of delinquent taxes by the school board and other local governments has been in a hopeless muddle for several years. There are millions of dollars in uncollected taxes, but due to confused records, no one knows just how many millions. The board's inability to meet the full tax-warrant liability is due chiefly to the reduction in 1929 assessed valuations. After the warrants were sold the assessed valuation was cut sharply. Since the tax rate was not changed, the final levy was not much in excess of the outstanding warrants.

• Mr. C. HAROLD PORTER has been re-elected as president of the school board at Brockton, Mass. Miss ABIE O. DELANO was re-elected as secretary.

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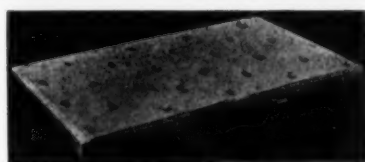
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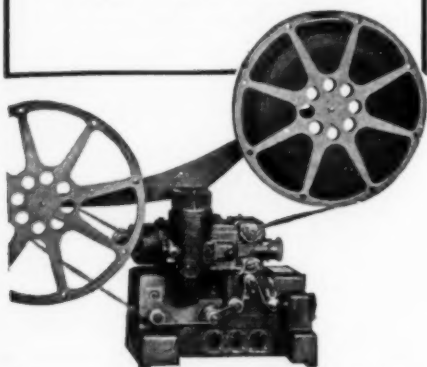
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School Buyers' News

TRADE NEWS

Mr. A. E. Hart Joins Walrus Company. Mr. A. E. Hart, formerly in charge of the laboratory and school equipment department of the W. M. Welch Mfg. Company, and more recently in charge of similar work at the Newton & Hoyt Furniture Company, has joined the Walrus Company in Decatur, Ill. He will have charge of their laboratory and vocational furniture department.

Mr. Hart has had broad experience in the marketing of educational equipment, also in the designing, estimating, and laying out of special work. He enjoys a wide acquaintance with educational buyers and distributors throughout the country.

Minneapolis-Honeywell Acquires National Regulator. A consolidation of far-reaching importance has been announced by the Minneapolis-Honeywell Company, Minneapolis, Minn. The firm has recently entered into an agreement for the acquisition of the complete line of pneumatic controls, manufactured by the National Regulator Company of Chicago.

The consolidation of the two firms will bring together the oldest pioneers in the field of heat and humidity regulation and will make available through one organization, all of the basically important principles and devices developed for the control of heating, ventilation, and air-conditioning apparatus. The engineering and research as well as the service departments of both companies will be available for the solution of regulating problems.

The branch offices of the Minneapolis-Honeywell Regulator Company will immediately offer sales, engineering, and maintenance service for the National Air-Operated Controls and the Medutrol Service.

Becomes Member of Board of Directors. Mr. William E. Spaulding has been appointed a member of the board of directors of the Houghton Mifflin Company, in Boston, Mass.

Dunham Announces Changes in Sales Organization. The C. A. Dunham Company, Chicago, Ill., has announced that Mr. C. B. Antill, formerly of the Chicago office, has been appointed manager of the New York office. The offices are located in the R. C. A. Building at 30 Rockefeller Plaza.

Mr. Lewis Smith, manager of the eastern division office, who temporarily operated the New York office, will continue to maintain the divisional sales office at the same address.

Standard Test Code for Ventilating Fans. The National Association of Fan Manufacturers has announced a new standard test code for disk and propeller fans, centrifugal fans, and blowers. The new code is intended as a reasonable protection to the buyer against the publication of incorrect data. For further protection, the Association has designed a label which is attached or printed on catalogs published by member companies.

TRADE PRODUCTS

How Deskor Chairs Save Time and Money. Educators have pointed out that the present trend is away from the formal rows of desks and chairs and toward the more flexible buildings and multiple-type equipment. Economy, larger classes, and a new emphasis on adult education are the problems faced by school administrators.

The Deskor Chair Sales Corporation, of Boston, Mass., has issued a four-page illustrated circular, describing the advantages of the Deskor chair for a variety of multiple-type schoolrooms. The circular shows how an auditorium and stage can be converted to primary purposes; how an auditorium can be turned into two independent classrooms; how a stage can be walled off in a few minutes to serve as a classroom; how a large space can be converted into four classrooms, an auditorium, a stage, and dressing rooms; how a classroom can be turned into a stage; and how an auditorium can be converted into a classroom.

The Deskor chair type of equipment is practical, flexible, sturdy, comfortable, and attractive. Every seat can be tilted, the height adjustment of chairs and desks is unaffected by use, and the chairs are simple in construction, easy, and safe for a child to operate.

A copy of the illustrative circular will be sent to any school official upon request.

Announce New Ink Colors. Mr. Tracy Higgins, president of the Charles M. Higgins Co., Brooklyn, N. Y., has announced a new red violet, a new turquoise, and a new leaf color in the Higgins line of waterproof colored drawing inks. The series now includes thirteen brilliant hues as well as two blacks, a neutral tint, and white.

Costello Double-Sewed Eraser. When school-supplies budgets are cut to the bone, school executives and school buyers must interest themselves in devices which promise greatly increased wear without increased outlay.

The Weber-Costello Company, of Chicago Heights, Ill., offers an opportunity for reducing the school board's bill for erasers in the new Costello double-sewed, all-felt eraser. This new eraser is all felt and has a reinforced back to prevent the spreading of the felts. It is described in a new six-page, illustrated circular which will be sent to any school authority upon request.

New Skilsaw Floor Sander. Skilsaw, Inc., 3310 Elston Ave., Chicago, Ill., has announced a new, efficient, dependable, and outstanding floor sander for floor-surfacing work.

The new Skilsaw floor sander incorporates many engineering features which add to its production. A number of exclusive features make possible better finishing of floors at lower cost. The sander is a tool designed and balanced to produce a finish for the inexperienced operator which will be satisfactory to operators in floor-surfacing treatment.

The Skilsaw sander is efficient, dependable, quiet in operation, and produces no loss of power in slippage. The motor is mounted on a sliding base and is quickly adjusted on the job by the operator. The sander has an exclusive feature in the method of collecting all dust resulting from sanding. A separate vacuum system picks up the dust on both the forward and backward strokes. The full seal bearing prevents dust from reaching the race, causing a quick breakdown of the bearing.

Complete information will be sent to any school official upon request.

INTERNATIONAL BUSINESS MACHINES' THIRD COMPETITION

The International Business Machines Corporation, 270 Broadway, New York City, announces that the number of students and schools participating in the third annual competition in creative writing has shown increases of 96 and 97 per cent over the enrollments for the corresponding period in 1935.

The competition, which is open to junior and senior students in public, private, and parochial high schools, has for its subject, "Today's Need for Thoughtful Effort." The corporation is offering a four-year university tuition scholarship to the winner of the competition. Fifty-two awards will be made to state and territorial winners, and fifty-two awards to the schools which they attend.

The contest closes on March 20, 1937. The winning essays will be selected by a delegated group comprising persons prominent in educational affairs.

• Mr. JAMES F. BROWN has been elected as business manager of the board of education at Cleveland, Ohio.

• Mr. CHARLES A. GADD, business manager of the board of education of Detroit, Mich., was presented with a leather traveling bag at a ceremony celebrating his twenty-fifth anniversary with the public school system.

• SUPT. IRVING MUNSON, of Kankakee, Ill., has been re-elected for his fourth consecutive year.

• SUPT. W. S. HEUSNER, of Salina, Kans., has been re-elected for a two-year term. Mr. Heusner has completed twenty-four years of service in the schools.

• Mr. J. E. PRIDE has been elected superintendent of schools at Clay, Ky. He succeeds W. G. Sullenger.

After The Meeting

STORIES FOR SPEECHMAKERS

Truth may get in through the door that humor opens when it finds all other doors closed.

A Base Libel

McCarthy: "Did you protest against the movie that represents the Irish as disorderly?"

Murphy: "Did we? We wrecked the place."

Time and Time

The elder Senator La Follette was talking about two corporations that had been attacking one another in the press. "They both scored," he said. "They made me think of two prisoners in Atlanta, one of whom had been convicted of stealing a watch, the other of stealing a cow. These two prisoners hated each other and as they passed one morning in the exercise yard the cow stealer said with a sneer: 'What time is it?' 'Milking time,' the watch stealer answered."

Mourning

"Is your poor husband gone?" ventured the minister, seeing an aged woman of the parish had put on heavy mourning.

"Oh, no, suh, he ain't dead."

"Why are you wearing black then?"

"Well, suh, the old man nagged an' bothered me so much that I've went into mournin' again fo' mah fust husband."

Pat's Passing Thought

It was ashday. Pat and Mike were obliged to halt their heavily loaded cart to make way for a funeral. Gazing at the procession Pat suddenly remarked: "Mike, I wish I knew where I was goin' to die. I'd give a thousand dollars to know the place where I'm goin' to die."

"Well, Pat, what good would it do if yez knew?"

"Lots," said Pat. "Shure I'd niver go near thot place."

Sure!

Betty (to teacher): "Mummy wants you to come to dinner on Saturday."

Teacher: "Are you sure, dear?"

Betty: "Yes, because I heard Daddy say, 'Ask her and get it over.'"

Real Self-Esteem

A small boy was trudging along dejectedly in the grip of a policeman. In his arms he carried a football. There had been a broken window and trampled flower beds.

A group of his pals stood on a street corner. He decided to keep a stiff upper lip while passing them.

"What did ye do, Fred?" asked his pals.

"Oh, nuthin'," he replied, casually. "They've asked me to play for the police department."—Montreal Star.



The Right Ending

The teacher explained to the class, "Words ending in 'ous' mean full: as, 'joyous' means full of joy. 'Vigorous' means full of vigor. Now will someone give another example of such words?"

The boy with the scratch on his nose raised his hand, "Pious," he answered.

COMING CONVENTIONS

March 2-3. Illinois State School-Board Association, at Springfield. Mr. A. D. McLarty, Springfield, secretary.

March 10-13. Schoolmen's Week, at Philadelphia, Pa. Mr. L. A. King, Philadelphia, secretary.

March 12-13. Annual Junior High School Conference, at New York University. Mr. M. S. Hammond, New York University, secretary.

March 17-19. Public-School Business Officials of California, at San Francisco. Mr. A. P. Mattier, Compton, secretary.

March 18-20. Florida Education Association, at Orlando. Mr. J. S. Richards, Tallahassee, secretary.

March 18-20. Alabama Education Association, at Birmingham. Mr. F. L. Grove, Montgomery, secretary.

March 18-19. South Carolina Education Association, at Columbia. Mr. J. P. Coates, Columbia, secretary.

March 24-27. Eastern Commercial Teachers' Association, at Boston, Mass. Mr. H. I. Good, Buffalo, secretary.

March 25-27. Tennessee State Teachers' Association, at Nashville. Mr. W. A. Bass, Nashville, secretary.

March 30-April 3. Association for Childhood Education, at San Antonio, Tex. Mr. M. Southall, Nashville, secretary.

April 5-9. Northwest Association of Secondary and Higher Schools, at Spokane. Mr. P. S. Filer, Spokane, secretary.

April 9-10. Progressive Education Association. F. E. Baker, Milwaukee, Wis., secretary.

April 14-17. Kentucky Education Association, at Louisville. Mr. W. P. King, Louisville, secretary.

April 15-18. Georgia Education Association, at Savannah. Mr. R. L. Ramsey, Macon, secretary.

April 21-24. American Physical Education Association, at New York City. Mr. E. D. Mitchell, Ann Arbor, Mich., secretary.

DEATH OF HERBERT W. LULL

Dr. Herbert W. Lull, superintendent-emeritus of the public schools of Newport, R. I., died at his home on January 8, after a long illness. He was 84 years old.

Dr. Lull, a native of Massachusetts, was graduated from Harvard College in the class of 1874. He held the degree of A.B., given by Harvard in 1874, and the degree of Ed.D., awarded by the Rhode Island College of Education in 1927. After serving as a teacher and principal in the schools of Massachusetts, he was superintendent of schools in Quincy from 1892 to 1900. He was superintendent of the Newport schools from 1900 to 1931, when he retired and was made superintendent-emeritus.

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